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** ☐ **MRI** ☐ **CSI** ☐ **TSI** ☐ **ATSI**

Our SPP was last updated on June 16, 2023.

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/2023/nspf/.

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
Michelle Schuebel	**Interim Principal(s)** *(required)*
	Other School Leader(s)/Administrator(s) *(required)*
Nicole Schrumpf, Heather Callahan, Teanna Streng	**Teacher(s)** *(required)*
Isabelle Mendez	**Paraprofessional(s)** *(required)*
Emily Bailey, Maribel Ful, Matthew Okada	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*
Add rows as needed	

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	5/16/23	Parents provided feedback on school initiatives
Staff Meeting	5/18/23	Staff reviewed data and identified next steps
Lead Team Meeting	6/6/23	Teachers provided input on school strategies and goals

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	*MAP, iReady, ESGI, Easy CBM*	*Panorama, Leader in Me MRA, CCSD Survey, PBIS*	Math Leader Institute Walkthroughs,, small group instruction walkthroughs
	Areas of Strength: 50% of students met projected growth in reading and 53% in math.		
	Areas for Growth: Only 41% of students are above the 60th percentile in math and only 43% of students are above the 60th percentile in reading.		
Problem Statement	Overall math and reading proficiency is low. Students who are not proficient in math and reading will continue to fall behind because math and reading standards build upon previous understanding. The following are the percent of students below the 60th percentile in each grade: Math–K: 34%, 1st: 56%, 2nd: 63%, 3rd: 56%, 4th: 65%, 5th: 74% Reading–K: 42%, 1st: 59%, 2nd: 55%, 3rd: 52%, 4th: 59%, 5th: 70%		
Critical Root Causes	Teachers collaborate to unwrap standards but do not not make necessary adjustments to instruction to ensure that all learning targets are being addressed at a proper level of complexity.		

Part B

Student Success

School Goal:	
Increase the percent of students scoring above the 61st percentile in reading from 42% (fall 2022) to 45% (fall 2023) to 49% (winter) to 53% (spring) by 2024 as measured by MAP Growth Assessment. Increase the percent of students scoring above the 61st percentile in math from 42% (fall 2022) to 45% (fall 2023) to 49% (winter) to 53% (spring) by 2024 as measured by MAP Growth Assessment.	**Aligned to Nevada's STIP Goal:** STIP Goal 3: All students experience continued academic growth, increase percent of students attending 3/4/5 star schools.

Improvement Strategy: Implement Tier 1 instructional materials and utilize Teacher Clarity resources to guide planning and implementing effective instruction.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Level 3 (Envision 2020, HMH Into Reading)*

Intended Outcomes: If teachers utilize required Tier 1 Instructional materials and provide learning intentions and success criteria (teacher Clarity), then students will have experience with complex texts and standards aligned tasks which will support an increase in the percent of all students proficient in reading to 53%% by May 2024 and math to 53%% by May 2024, as measured by MAP Growth Assessment.

Action Steps:
- Administrators will create a timeline for PD, PLC meetings, and monitoring of data monthly using Tier 1 Monitoring Tool. (August 2023)
- Administrators and Strategists will participate in CCSD Tier 1 training. (June-September 2023)
- Provide differentiated PD on Envision 2020, HMH, Edulastic, Exact Path, Core 95, and Teacher Clarity (August 2023-April 2024)
- Teachers will create long range plans based upon CCSD pacing guides and Tier 1 materials. (September 2023)

Resources Needed:
- Tier 1 Programs
- Tier 1 Monitoring Tool
- Money for substitutes

Challenges to Tackle:
- Lack of time to have teachers meet on a regular basis and for PD; provide prep buyout weekly from At-Risk Money
- Lack of subs; utilize strategists to cover classes and pay for a second SOSA

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

English Learners: Provide language scaffolding for learning intentions

Foster/Homeless: The school counselor will implement wrap-around services to increase student attendance.

Free and Reduced Lunch: Provide at home books for reading practice

Migrant: N/A

Racial/Ethnic Minorities: Track MAP math data across student groups and adjust differentiated grouping as needed

Students with IEPs: Provide Tier 1 resources to resource room teachers to support grade level alignment

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	*There are inconsistencies in implementation of quality reading and math instruction, including both Tier 1 small groups and Tier 2 intervention and acceleration.*	*Although there has been a focus on utilization of quality instructional resources and pacing guides, teachers need grade level and individualized professional development including coaching to improve outcomes in math and reading instruction.*	*Utilization of quick feedback in Whetstone, ongoing coaching and PD, weekly PLCs, and long range planning are systems currently in place to support continuous improvement.*
	Areas of Strength: Whetstone data from May 23 showed more interaction on the platform between admin and teachers through action step implementation and documentation.		
	Areas for Growth: Increase the number of quick feedback, Tier 1 monitoring Tool, and goal/action step touchpoints.		
Problem Statement	The percentage of teachers who engage in coaching opportunities is low. Teachers who do not engage in coaching and reflection will continue to fail students due to their lack of growth. Only 3 teachers on staff used the SWIVL camera for self reflection on teaching practices.		
Critical Root Causes	*Teachers are reluctant to self-reflect and work with a coach because they perceive it's only for struggling teachers. Coaching opportunities have been limited for teachers due to lack of coaches, subs, and time.*		

Part B

Adult Learning Culture	
School Goal: Increase the percent of classroom observations that show evidence of tasks that support overall mastery of the standard(s) from 35% in September to 50 % in January to 75% in April as measured by the Tier 1 monitoring tool. The percent of classroom observations that show evidence of tasks that support overall	**STIP Connection:** *STIP Goal 2-Access to Quality-Provide quality professional learning.*

mastery of the standard(s) will be 60% at the end of semester 1 and 75% at the end of semester 2, 2024 as measured by the Tier 1 monitoring tool.

Improvement Strategy: Increase opportunities to engage with a coach or administrator to reflect on instructional practices.
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: Instructional Coaching - 2*

Intended Outcomes: *Teachers will develop more confidence in their teaching practices which will lead to improved outcomes for student achievement.*

Action Steps:
- Implement goals, action steps for staff in Whetstone. Add Tier 1 Monitoring Tool to Whetstone. (Administrators)
- RG3 working with specific grade levels to provide support and coaching based on ELA data (throughout the year)
- All strategists attend coaching training (July 23)
- All teachers will utilize SWIVL camera and debrief with a coach
- Admin will use Tier 1 Tool and Quick Feedback on each teacher once per month

Resources Needed:
- *Subs for instructional walks*
- *Money for Whetstone*
- *Time to meet with strategists*

Challenges to Tackle:
- *Lack of subs;* utilize strategists to cover classes and pay for a second SOSA
- *Lack of time for planning;* provide prep buyout weekly from At-Risk Money

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

English Learners: Monitor for discourse structures in classrooms.

Foster/Homeless: Monitor for attendance and provide referrals to counselor and outside agencies.

Free and Reduced Lunch: Provide wrap around services through referrals to counselor and outside agencies

Migrant: N/A

Racial/Ethnic Minorities: Monitor for participation opportunities.

Students with IEPs: Provide coaching on discourse and alternatives to round Robin Reading to resource teachers.

Inquiry Area 3 - Connectedness
Part A

Connectedness			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	Most indicators of school climate are positive from student surveys. (Panorama, LIM MRA, PBIS, Discipline, CCSD Survey)	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.	Additional opportunities for staff engagement planned. Data reviewed–LIM MRA, CCSD Survey.
	Areas of Strength: 89% of students report supportive relationships at school.		
	Areas for Growth: 51% of students report challenging feelings and 40% report difficulty with emotion regulation on the panorama survey.		
Problem Statement	On the Panorama Survey 40% of students report difficulty with emotion regulation . It is important for students to be able to handle their emotions as their emotional state can affect their ability to interact with others and impact focus while in class.		
Critical Root Causes	Teachers and strategists do not not consistently align instruction to specific student needs within the social-emotional learning activities.		

Part B

Connectedness	
School Goal: *Increase the percent of students who can get themselves to relax when upset from 44% Fall 2022 to 47% Fall 2023 to 50% Winter to 52% Spring 2024 as measured by the Panorama Survey.*	**STIP Connection:** STIP 6: Inclusivity--Improve school climate.

Improvement Strategy: Implement new Leader in Me curriculum, PBIS, and Panorama strategies aligned to data to provide Multi-Tiered Systems of Support (MTSS) for social-emotional learning and behavior.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 4-Leader in Me, PBIS-1; MTSS-1*

Intended Outcomes: If teachers consistently implement new Leader in Me curriculum, PBIS, and aligned Panorama strategies, then students will have experience with learning strategies to regulate their emotions which will support an increase in the percent of all students reporting they can get themselves to relax when to 52% by May 2024 as measured by Panorama Survey.

Action Steps:
- *Implement elements of Leader in Me . (pre-k-5th grade teachers)*
- *Engage with Leader in Me Coach (All staff, Admin, Strategists)*
- *Promote parent engagement in Leader in Me and growth mindset activities (Strategists, August 23-April 24, monthly)*
- *Monitor data from Panorama Survey 3 times per year (Counselor)*
- *Monitor office referrals and minor behavior referrals monthly (Counselor, Behavior strategist)*

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; utilize Fund 170 facility rental for funding source
- Lack of time for PD; provide prep buyout weekly from At-Risk Money
- Lack of available subs; utilize strategists to cover classes and pay for a second SOSA

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

English Learners: Provide language scaffolding (sentence starters).

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

Free and Reduced Lunch: Provide SEL supports from counselor and behavior strategist.

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 additional SEL practice opportunities to students with IEPs.

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, teacher incentives, field trips	All 3
General Budget	$219,000	Supplies, resources, custodial	All 3
At risk	$169,585.63	Interventionist	Goal 2
ELL	$39,072	Split fund aide for Imagine learning and behavior	Goal 2
Carryover	$280,000	Leader in Me access and training, Whetstone, and Truancy Diversion	Goal 3
ESSER	$?	Possible PLC/PD/Prep buy for teachers	Goal 3
Edna Rose Crane Grant (tentative)	$27,000	SIPPS intervention kits	Goal 2