

Act 2 - Status Check 1

****Only type in the yellow cells.****

[Directions and Resources for Status Check 1](#)

Status Tracker Directions:

← Before completing this tab, follow the directions to set up the Master Sheet.

1. Rate the overall status of each improvement strategy:

- Strong** - on track;
- At Risk** - requires some refinement and/or support; or
- Needs Immediate Attention** - requires immediate support

Note:

The status you enter from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab.



2. Identify specific **Lessons Learned (Now), Next Steps, and Needs**

School Name: Vincent L. Triggs Elementary School

Inquiry Area 1 - Student Success

Increase the percent of students scoring above the 61st percentile in Math from 40% (Fall 2024) to 50% (Winter) to 60% (Spring) by May 2025 as measured by MAP Growth Assessment.

Increase the percent of students scoring above the 61st percentile in Reading from 48% (Fall 2024) to 54% (Winter) to 60% (Spring) by May 2025 as measured by MAP Growth Assessment.

Improvement Strategies	Intended Outcomes/Formative Measures	Status <i>Are we implementing the improvement strategy as planned?</i>	Now (Lessons Learned) <i>What does our progress monitoring data reveal about progress toward our goal? What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in performance are we noticing?</i>	Next (Next Steps) <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>	Need <i>What do we need to be successful in taking action?</i>
Implement Tier 1 instructional materials and utilize the Teacher Clarity resources in Reading and Math to guide planning and implementing effective instruction.	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 and Math by May 2025, as measured by Spring 2025 NWEA MAP Growth Assessment.	Strong	Grade level teams/staff are working hard to implement HMH Into Reading during Year 2 of implementation. Grade level actively using the District Pacing Guides, Teacher Clarity Guides, and Learning Progression of Reading Standards to plan for instruction. Grade Level teams collaborate twice a week for PLC where they unwrap standards using PLC planning tool and utilize the Backwards Assessment Model (BAM) to ensure instruction is aligned to grade level standards/assessment.	We will continue to provide professional development on the new Tier I ELA curriculums (HMH Into Reading). RBG3 Strategist will review the ELA Instructional Framework to ensure all staff understand each component of the Tier I Literacy lesson. The RBG3 Strategist will model lessons and co-teach to support staff members with direct instruction in Reading. Interventionist will model lessons and co-teach to support staff with direct instruction in Math. In addition to observing RBG3 Strategist/Interventionist model lessons, new teachers will go with the RBG3 Strategist/Interventionist to observe grade level colleagues teaching HMH Into Reading and enVisions Math lessons. Additional time is needed to plan for Tier I small group reading instruction.	RBG3 Strategist will train staff on the components of Tier I small group reading instruction. RBG3 Strategist and Interventionist will collaborate with grade level teams to plan for small group instruction. Strategist Team will meet with individual/grade level teams to analyze MAP and FastBridge progress monitoring data to group students for small group instruction. Strategist Team/Admin will observe small group lessons and provide feedback.

Inquiry Area 2 - Adult Learning Culture

Increase the percent of classroom observations that show evidence of tasks that support overall mastery of the standard(s) from 75% in September 2024 to 80% in January 2025 to 85% in April 2025 as measured by the Tier 1 Monitoring Tool (Focal Point).

The percent of classroom observations that show evidence of tasks that support overall mastery of the standard(s) will be 80 % at the end of Semester 1 and 85% at the end of Semester 2, 2025 as measured by the Tier 1 Monitoring Tool (FocalPoint).

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>Increase opportunities to engage with a coach or administrator to reflect on instructional practices.</p>	<p>Teachers will develop more confidence in their teaching practices which will lead to improved outcomes for student achievement.</p>	<p style="text-align: center;">Strong</p>	<p>At the start of SY 24-25, classroom teachers were surveyed to determine which areas they would like additional support with this year. During the first quarter of the school year, the Strategist Team has been focusing on supporting teaching staff in their first three years of teaching. Strategist Team (RBG3 Strategist and Interventionist) has focused on Tier I instruction in Reading and Math while the Behavior Strategist has focused on Tier I behavioral support (CHAMPS, progressive discipline, reinforcers, etc.). Admin has conducted Tier I Focal Point and NEPP Observation Cycles. Both Admin and Strategist conference with teachers after observation period to reflect and determine next steps. A deeper dive of Fall NWEA MAP data reflects that Second Graders did not meet their projected growth rate in Math at the beginning of Second Grade (from Fall 2023 as First Graders). Data dive also reflected that higher achieving students in Grades 3-5 did not make the same amount of growth from Fall 2023 to Fall 2024 on the Fall 2024 NWEA MAP Growth Assessment.</p>	<p>We will continue to provide differentiated coaching support to teachers/grade levels based on data. Coaching support looks different based on teacher request/admin directives. We will utilize data from the Tier I monitoring tool to continue to provide coaching support to classroom teachers. A deeper dive of Fall NWEA MAP data reflects that Second Graders did not meet their projected growth rate in Math at the beginning of Second Grade (from Fall 2023 as First Graders). GATE teacher will collaborate with classroom teachers in Grades 3-5 to discuss ways to support students to increase growth in mathematics in addition to achievement. Second Grade team will collaborate during weekly PLC time to discuss how to plan for scaffolded and differentiated instruction during the Tier I math period (including small group math intervention).</p>	<p>Administration will continue to conduct classroom walkthroughs and observations to collect data. We will continue to use the Tier I Monitoring Tool to monitor our implementation of Tier I curriculum and instruction in alignment with grade level standards. We will schedule classroom walkthroughs with the Strategist Team to collect more data to ensure we are collecting ongoing data. Admin Team will work with Grades 3-5 and GATE teacher to ensure they consistently have time to collaborate and plan for instruction (outside of PLC time).</p>
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Inquiry Area 3 - Connectedness

Increase the percentage of students who can get themselves to relax when upset from 40% Fall 2024 to 50% in Winter 2024 to 55% in Spring 2025 as measured by the Panorama Survey.

Triggs Elementary School will decrease its chronic absenteeism rate from 20% (May 2024) to 10% (May 2025) as measured by FocusED.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
<p>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.</p> <p>Staff will implement an attendance monitoring system for students who have been absent for two consecutive days as well as develop an attendance tracking system for chronically absent students.</p>	<p>If teachers consistently the Leader in Me curriculum, PBIS, and aligned Panorama strategies, 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 upset to 55% by May 2025 as measured by Panorama Survey.</p> <p>If the school actively monitors our chronically absent students, they will attend school at a higher rate which will ensure an increase in student achievement through more exposure to Tier I instruction.</p>	<p style="text-align: center;">Strong</p>	<p>40% of our students in Grades 3-5 struggle with regulating their emotions. School Counselor, Behavior Strategist, and Behavior SPTA provide small group and individual behavioral supports. Behavior support team helps students to track their behavior daily using a Check-in Check-Out (CICO) system aligned with students' individual behavioral goals and schoolwide expectations. School Counselor and Behavior Strategist provide coping strategies and discuss ways students can regulate their emotions. Behavior Strategist and School Counselor utilize restorative justice practices when addressing student discipline related to students struggling to regulate their emotions. Chronic Absenteeism rate is presently at 15%. School Counselor frequently checks in with students who are chronically absent. School Counselor implemented an attendance incentive program to celebrate students who attend school every day.</p>	<p>The behavior strategist and school counselor will monitor data from the Panorama survey and pull small behavior groups. They will monitor progress to support socialemotional learning. Admin will conference with families who are continuing to struggle with chronic absenteeism.</p>	<p>We will continue to provide small group behavioral intervention support by working with students to support social-emotional and behavioral strategies. Small group support will be provided by the behavior strategist and school counselor. The Explorations teacher will support the instruction of Leader in Me as a social emotional learning (SEL) support during Specials. We will also continue to support students on an individual level by referring them to outside services as needed (Hazel Heath, The Harbor Referral, etc.). Professional learning will also be provided on social emotional learning and strategies to help students when they need to de-escalate/calm down.</p>