



## 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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**Phone: 702-799-1890**

**School Designations:**     Title I     MRI     CSI     TSI     ATSI

*Our SPP was last updated on 11/17/2024*



## 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/2024/nspf/](http://nevadareportcard.nv.gov/DI/nv/clark/vincent_l_triggs_elementary_school/2024/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   |
|--|--|
| Annemarie Stover                                       | <b>Principal(s)</b> <i>(required)</i>                                      |
| Michelle Schuebel                                      | <b>Other School Leader(s)/Administrator(s)</b> <i>(required)</i>           |
| Nicole Schrupf, Heather Callahan, Teanna Streng        | <b>Teacher(s)</b> <i>(required)</i>  |
| Isabelle Mendez  | <b>Paraprofessional(s)</b> <i>(required)</i>                               |
| Emily Bailey, Eileen Banda, Matthew Okada, Mary Ortega | <b>Parent(s)</b> <i>(required)</i>   |
|  | <b>Student(s)</b> <i>(required for secondary schools)</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   |
|--|-------------------|---|
| Staff One-on-One Conferences/Grade Level and Team Meetings | April to May 2024 | New principal met with grade level teams and individual teachers to gain an understanding of school initiatives as well as needs of the school community. |
| SOT Meeting  | 5/16/24           | Parents provided feedback on school initiatives as well reviewed Spring 2024 MAP data.  |
| Staff Meeting  | 5/20/24           | Admin Team reviewed Spring 2024 MAP data with staff to determine next steps.  |
| Staff Meeting/Lead Team Meeting                            | 8/7/24 and 8/9/24 | Teachers provided input on school strategies and goals.   |
| SOT Team Meeting   | 8/29/24           | Admin Team reviewed Spring 2024 SBAC data and Spring 2024 MAP data with team and shared update on SPP goals.  |
| Lead Team Meeting  | 9/19/24           | Teachers provided input on school strategies and goals.   |
| SOT Team Meeting   | 9/19/24           | Parents provided feedback on school initiatives as well reviewed Fall 2024 MAP data.  |
| Lead Team Meeting  | 11/7/24           | Lead Team reviewed SBAC and WIDA data and provided insight into goals for AB 219 Plan.  |



# 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> | NWEA MAP Assessment Data for SY 22-23 and SY 23-24  | CCSD District Survey for SY 23-24                        | SBAC Assessment Data for SY 22-23   |
|                      | ESGI Data for SY 23-24  | CCSD Panorama Survey Data for SY 23-24 (Grades 3-5 only) | NWEA MAP Assessment Data for SY 22-23 and SY 23-24  |
|                      | ESGI (Kindergarten)   | Leader in Me MRA Data                                    | Focal Point Tier I Instructional Walkthrough Data for SY 23-24                            |
|                      | FastBridge (RTI Tier II/III Data)   | PBIS Data (Behavior Events in Infinite Campus/FocusEd)   | HMH Look-For Tool Observations and enVisions Math Look-For Tool Observations for SY 23-24 |
|                      | SchoolMint/NEPF Classroom Observational Data for SY 23-24   |  |   |
|                      | <p><i>Areas of Strength: 58% of students met projected growth in math and 56% in reading on the Spring 2024 NWEA MAP assessment.</i></p>  |  |   |
|                      | <p><i>Areas for Growth: Only 52% of students are above the 60th percentile in math, and only 46% of students are above the 60th percentile in reading as measured by the Spring 2024 NWEA MAP Assessment.</i></p> |  |   |



|                                    |  |
|------------------------------------|--|
| <p><b>Problem Statement</b></p>    | <p>Overall math and reading proficiency is low. Only 55% of students in Grades 3-5 are projected to be proficient in Math and 47% of students in Grades 3-5 are projected to be proficient in reading on the Spring 2024 SBAC Assessment as measured by the 2024 NWEA MAP Assessment. 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 at/above the 60th percentile in each grade as demonstrated on the Spring 2024 NWEA MAP Assessment.</p> <p>Math–K: 72%, 1st: 44%, 2nd: 43%, 3rd: 56%, 4th: 48%, 5th: 52%</p> <p>Reading–K: 58%, 1st: 44%, 2nd: 38%, 3rd: 44%, 4th: 48%, 5th: 45%</p> |
| <p><b>Critical Root Causes</b></p> | <p>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.</p>  |

**Part B**

| <p style="text-align: center;"><b>Student Success</b></p>   |   |
|---|---|
| <p><b>School Goal:</b><br/>           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.</p> <p>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.</p> | <p><b>Aligned to Nevada’s STIP Goal:</b> STIP Goal 3: All students experience continued academic growth, increase percent of students attending 3/4/5 star schools.</p> |
| <p><b>Improvement Strategy:</b> Implement Tier 1 instructional materials and utilize the Teacher Clarity resources in Reading and Math to guide planning and implementing effective instruction.</p> <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Level 3 (Envision 2020, HMH Into Reading)</i></p>   |   |
| <p><b>Intended Outcomes:</b> 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</p>   |   |



students proficient in Reading and math by May 2025, as measured by Spring 2025 NWEA MAP Growth Assessment.

**Action Steps:**

- Administrators will create a timeline for professional development, PLC meetings, and monitoring of data monthly using Tier 1 Monitoring Tool. (August 2024)
- Administrators Team will lead grade level teams on the Tier I PLC expectations with a specific lens on the Analyze component of the Teaching and Learning Cycle.
- Provide differentiated professional development on EnVision Mathematics 2020, HMH Into Reading, Exact Path, 95 Core Phonics, and Teacher Clarity (August 2024-April 2025)
- Teachers will create long range plans based upon CCSD pacing guides and Tier 1 materials. (September 2024)

**Resources Needed:**

- Tier 1 Programs
- Tier 1 Monitoring Tool (FocalPoint)
- 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?**

In addition to the schoolwide goal and considered [equity supports](#), we have adopted the following Student Success Action Plan in alignment to Assembly Bill (AB) 219

**AB 219 Data Reviewed**

English Learner (EL) English Language Arts (ELA) Proficiency

- 6.2% of students in Grades 3-5 (1 out of 16)

EL Mathematics Proficiency

- 12.5% of students in Grades 3-5 (2 out of 16)

EL WIDA Met AGP

- 31.8% of students in Grades 1-5 (7 out of 22)

**AB 219 Student Success Root Causes:** As evidenced by the Spring 2024 SBAC Assessment, the problem is ELs are performing in the bottom 30th percentile in the state. A root cause of low performance of ELs in language proficiency and content achievement is due to Grade Level Teams collaborating to unwrapping standards but not making necessary adjustments to instruction to integrate proper scaffolds and support for ELL



students. Students need additional opportunities to make meaning through student discourse to support students' speaking and writing at the tier I level of instruction.

#### **AB 219 Student Success [Goals](#):**

- **Mathematics Summative Assessment:** Increase the percentage of English Language Learners (ELL) proficient in Mathematics from 12.5% in Spring 2024 to 25.0% in Spring 2025 as measured by the SBAC Mathematics Assessment.
- **ELA Summative Assessment:** Assessment: Increase the percentage of English Language Learners (ELL) proficient in Mathematics from 6.2% in Spring 2024 to 25.0% in Spring 2025 as measured by the SBAC English Language Arts Assessment.
- **Language Summative Assessment:** Assessment: Increase the Adequate Growth Percentile (AGP) of English Language Learners (ELL) from 31.8% in Spring 2024 to 60% in May 2025 as measured by the SBAC Mathematics Assessment.

#### **AB 219 Student Success Improvement [Strategy](#)**

- All students receive instruction with evidence-based, scientifically researched Tier I instructional materials aligned to the NVACS that are culturally appropriate, relevant, and inclusive to support reading development.
- Tier II Small Group supplemental Instruction for reading is deployed for all students.
- Tier II Small Group supplemental instruction deployed for all ELs utilizing the Lexia English materials
- All ELs are assigned to complete 60 minutes per week on Lexia English to support language development in all four language domains.

**AB 219 [Evidence Level](#)** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): HMH-1, Lexia English-1, Exact Path-3, Fastbridge-3, Envisions Math-3

#### **AB 219 Student Success Action**

- **Action Step [1]:** Instructional Observation Cycles–Tier I Observational Walks (FocalPoint) will be conducted three times a month for each classroom to monitor the integration of discourse strategies
  - **Monitoring Plan:** The administration will calendar observational walks and debriefs on the master calendar
  - **Person Responsible:** Stover, Principal
- **Action Step [2]:** The admin and RBG3 strategist will lead professional learning on scaffolding and differentiation for the entire staff and lead PLC meetings with a focus on planning for instruction through the lens of scaffolding and differentiation for EL learners. In addition, administration and strategists will attend monthly Grade Level RTI meetings to provide support in planning for Tier I reading instruction.
  - **Monitoring Plan:** The administration and RBG3 Strategist will calendar PLC and RTI meetings and utilize a running agenda to track the progress of the professional learning and support provided.
  - **Person Responsible**–Annemarie Stover, Principal, Heather Callahan (RBG3 Strategist), Christopher Enrile (Interventionist/ELL Success Advocate)

#### **AB 219 Student Success Professional Learning**

- **Professional Learning [1] for Teachers:**



- Strategists will conduct data dives to discuss WIDA/SBAC summative assessments with staff to support planning and instruction for ELs
  - Staff will attend Lexia English Professional Learning to support the implementation of tier II supports for ELs
  - RBG3 Strategist and Interventionist/ELL Success Advocate will provide professional learning on strategies to support EL learners when planning for instruction using QTEL strategies and tools from EL Excellence Every Day as a resource.
  - Instructional Coaching Cycles (focus on the implementation of Tier I curriculum—HMH/95 Core Phonics and enVision Math)
  - **Professional Learning [2] for Learning Strategists: QTEL Strategies**
    - Admin and RBG3 Strategist will attend professional learning sessions on scaffolding/differentiating Tier I instruction.
- 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  |
| <b>Data Reviewed</b>   | <i>There are inconsistencies in implementation of quality reading and math 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 grade level and individualized professional development including coaching to improve outcomes in math</i> | <i>Utilization of quick feedback in SchoolMint, ongoing coaching and professional development, weekly PLCs, and long range planning are systems currently in place to support continuous improvement.</i> |





|                             |  |                          |  |
|-----------------------------|--|--------------------------|--|
|                             |  | and reading instruction. |  |
|                             | <p><i>Areas of Strength: SchoolMint data from May 23 showed more interaction on the platform between admin and teachers through action step implementation and documentation.</i></p>  |                          |  |
|                             | <p><i>Areas for Growth: Increase the number of quick feedback conferences, utilize Tier 1 monitoring Tool more consistently, and determine goal/action step touchpoints.</i></p>   |                          |  |
| <b>Problem Statement</b>    | <p>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.</p> |                          |  |
| <b>Critical Root Causes</b> | <p><i>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.</i></p>  |                          |  |

## Part B

| Adult Learning Culture  |  |
|---|--|
| <p><b>School Goal:</b> 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).</p> <p>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).</p> | <p><b>STIP Connection:</b> <i>Goal #2-Access to Quality-Provide quality professional learning.</i></p> |
| <p><b>Improvement Strategy:</b> Increase opportunities to engage with a coach or administrator to reflect on instructional practices.<br/> <b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Instructional Coaching - 2</i></p>   |  |
| <p><b>Intended Outcomes:</b> <i>Teachers will develop more confidence in their teaching practices which will lead to improved outcomes for student achievement.</i></p>   |  |
| <p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● Implement goals, action steps for staff in SchoolMint. Add Tier 1 Monitoring Tool to School Mint. (Administrators).</li> <li>● RG3 working with specific grade levels to provide support and coaching based on ELA data (throughout the year).</li> <li>● All strategists attend coaching training throughout the school year.</li> </ul>  |  |



- School Admin Team will attend the Coaching Framework for Educator’s Success professional learning opportunity.
- Strategist Team will administer a survey to school staff to determine where they would like coaching support.
- All classroom teachers will engage in coaching from the Admin Team and Strategist Team.
- Admin will use Tier 1 Tool and Quick Feedback on each teacher once per month

**Resources Needed:**

- *Subs for instructional walks*
- *Money for SchoolMint*
- *Time to meet with Strategist Team*

**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?**

**In addition to the schoolwide goal and considered [equity supports](#), we have adopted the following Adult Learning Culture Action Plan in alignment to AB 219**

***AB 219 Data Reviewed***

*Classroom Observations:* A review of Tier I Classroom Walkthroughs (FocalPoint), HMH/95 Core Phonics Tier I Curriculum Look-For Tool, and the enVision Math Look-For Tool reflected:

- While students were provided time for student-to-student discourse during the Solve and Share component of the *enVision Mathematics* lesson, students did not consistently engage in discourse during the independent practice period.
- The Vocabulary component of the *HMH Into Reading* lesson was implemented inconsistently across all grade levels.
- Scaffolds such as sentence stems/paragraph frames were not provided for students to make meaning through oral discourse or writing.
- Small group Tier I instruction is only sometimes implemented across all grade levels.

*Understanding Language Development (ULD) Professional Learning Participation rates demonstrate:*

- *96% of teachers have completed the ULD professional learning*
- *100% of Administrators have completed the ULD professional learning*

*Quality Teaching of English Learners Professional Learning Participation*

- *Currently, two staff members are QTEL Trained.*



**AB 219 Adult Learning Culture Root Causes:** As evidenced by classroom observational data, the problem is teachers are deploying scaffolding with minimal language supports. A root cause of low performance of ELs in language proficiency and content achievement is due to the heavy emphasis on HMH/95 Core Phonics and enVision Math with fidelity. Students need additional opportunities integrated into the tier I materials that foster meaning-making through student discourse and support students' speaking and writing development.

**AB 219 Adult Learning Culture Goals:**

- **Instructional Design and Delivery:** Increase the number of times Standard 3 (Students Engage in Meaning-Making through Discourse and Other Strategies) is observed during classroom instruction from 40% at the end of the first semester to 80% at the end of the second semester, 2025, as measured by Instructional Rounds.

**AB 219 Adult Learning Culture Improvement Strategy**

**AB 219 Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): PLC-2

**AB 219 Adult Learning Culture Action**

- **Action Step [1]:** Administration and Strategists will attend weekly Grade Level PLC meetings to **provide support** in lesson planning and collaboration with a focus on scaffolding and differentiation of Tier I instruction for ELs.
  - **Monitoring Plan:** Admin and Strategists will attend weekly Grade Level PLC meetings to provide support in lesson planning and collaboration and gather evidence of scaffolding/differentiation of Tier I instruction.
  - **Person Responsible:** Annemarie Stover, Principal, Heather Callahan (RBG3 Strategist), Christopher Enrile (Interventionist, ELL Success Advocate)
- **Action Step [2]:** Admin and RBG3 Strategist will **lead** PLC meetings with a focus on planning for instruction through the lens of scaffolding and differentiation for EL learners.
  - **Monitoring Plan:** The school's master calendar will delineate the days the administration and strategist will **lead** the PLC
  - **Person Responsible:** Annemarie Stover, Principal, Heather Callahan (RBG3 Strategist), Christopher Enrile
- **Action Step [3]:** Grade Level Teams will utilize the Backwards Assessment Model (BAM) to plan for Tier I instruction with a specific focus on scaffolding and differentiation of instruction for EL learners.
  - **Monitoring Plan:** The administration and strategists will collect evidence of BAM during PLC observation.
  - **Person Responsible:** Principal, RBG3 Strategist, ELL SSA.

**AB 219 Adult Learning Culture Professional Learning**

**Professional Learning [1] for [Administration and Strategists]:** Admin and RBG3 Strategist will attend professional learning sessions on scaffolding/differentiating Tier I instruction to bring back to the school community.



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   |
| <b>Data Reviewed</b>     | <i>Most indicators of school climate are positive from student surveys. (Panorama, Leader in Me 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: 88% of students surveyed on the Panorama Spring 2024 survey reported supportive relationships at school. 71% of students surveyed on the Spring 2024 Panorama Survey responded favorably that they felt happy during the week—an increase of 3 points from Winter 2023.</i>   |   |   |
|                          | <i>Areas for Growth: 52% of students reported challenging feelings on the Spring 2024 Panorama Survey with 41% of students surveyed reporting difficulty with emotion regulation.</i>   |   |   |
| <b>Problem Statement</b> | <i>On the Panorama Survey, 41% 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. 20.1% of students were chronically absent during the 2023-2024 school year.</i> |   |   |



|                             |  |
|-----------------------------|--|
| <b>Critical Root Causes</b> | <p>Teachers and strategists do not not consistently align instruction to specific student needs within the social-emotional learning (SEL) activities.</p> <p>Parents are not always fully aware of how attendance impacts academic performance and behavior in the elementary grades. Chronically absent students are not always consistently monitored.</p> <p>Families are dealing with trauma and are sometimes unable to send their children to school due to outside concerns.</p> |
|-----------------------------|--|

## Part B

| Connectedness   |  |
|---|--|
| <p><b>School Goal:</b></p> <p><i>Increase the percentage of students who can get themselves to relax when upset from 42% Fall 2023 to 45% Fall 2024 to 50% in Winter 2024 to 55% in Spring 2025 as measured by the Panorama Survey.</i></p> <p><i>Triggs Elementary School will decrease its chronic absenteeism rate from 20% (May 2024) to 10% (May 2025) as measured by FocusED.</i></p>                                     | <p><b>STIP Connection:</b></p> <p>Goal #6: Inclusivity--Improve school climate</p> <p>Goal #3: All students experience continued academic growth</p> |
| <p><b>Improvement Strategy:</b> 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><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>4-Leader in Me, PBIS-1; MTSS-1</i></p>   |  |
| <p><b>Intended Outcomes:</b> 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>  |  |



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.

**Action Steps:**

- Implement Leader in Me curriculum (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 on a monthly basis (Strategists, August 2024 to April 2025)
- Monitor data from Panorama Survey three times per year (Counselor)
- Monitor office referrals and minor behavior referrals monthly (Counselor, Behavior strategist)
- Counselor and Admin Team will develop an attendance tracking system to monitor chronically absent students.
- Admin Team, Counselor, and School Clerk will meet each month to review attendance data and make parent phone calls to update parents on attendance records

**Resources Needed:**

- Money for PBIS rewards
- Money to pay for Leader in Me
- Time for staff training
- Time for administrative coaching
- Professional development 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?**

In addition to the schoolwide goal and considered [equity supports](#), we have adopted the following Connectedness Action Plan in alignment to AB 219

***AB 219 Data Reviewed***

*Chronic Absenteeism:*

- *25% of EL students were chronically absent in SY 22-23*
- *20% of EL students were chronically absent in SY 23-24*



- 13.9% of EL students are presently chronically absent in SY 24-25.
  - 19.4% of EL students are trending toward being chronically absent during SY 24-25 (having missed more than 5% of the school year so far)

**Family Engagement:**

- 95% of families participated in their child's Parent Teacher Conference in October 2024.

**Discipline Data:**

- 95.9% of students have not received a behavioral referral in SY 24-25.
- 0% of EL students have been associated with a behavioral referral this school year (SY 24-25).

**AB 219 Connectedness Root Causes:** As evidenced by a review of chronic absenteeism data, the problem is that students are chronically absent. A root cause of low performance of ELs in language proficiency and content achievement is due to students missing Tier I and Tier II instruction in reading and mathematics. Students need frequent exposure to grade level curriculum and opportunities for scaffolded instruction to increase English Language acquisition through multiple exposure to reading, writing, speaking, and listening.

**AB 219 Connectedness Goals:**

- Chronic Absenteeism/Behavior:
  - Reduce the percentage of EL students who are **chronically absent** from 20% in SY 23-2 to 10% by May 2025, as measured by FocusED and reported on the NSPF.

**AB 219 Connectedness Improvement Strategy**

**AB 219 Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): MTSS-1

**AB 219 Connectedness Action**

- **Action Step [1]:** 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.
  - **Monitoring Plan:** Admin and Tier II MTSS Action Team will maintain the attendance tracking system daily
  - **Person Responsible:** Admin and Tier II MTSS Action Team
- **Action Step [2]:** Admin and Counselor will develop an attendance progress report to be shared with chronically absent students and their teachers/families.
  - **Monitoring Plan:** The counselor and school clerk will provide the attendance progress report to the principal weekly
  - **Person Responsible:** Principal and School Counselor
- **Action Step [3]:** Admin and Counselor will meet to review attendance trends/chronically absent students and develop an ongoing attendance incentive system.
  - **Monitoring Plan:** Monthly, the counselors will submit to the administration the students who have met a target set by the the counselors and admin.



- **Person Responsible:** Counselors
- **Action Step [4]:** The counselor will meet with chronically absent students each week to review their attendance, grades, and behavior.
  - **Monitoring Plan:** The administration will collect meeting minutes (summary of action steps) for each week
  - **Person Responsible:** Counselors
- **Action Step [5]:** The Admin Team, Counselor, and School Clerk will meet each month to review attendance data and make parent phone calls to update parents on attendance records.
  - **Monitoring Plan:** The staff will track their communications on IC call logs.
  - **Person Responsible:** Administration, counselors, and school clerk

**AB 219 Connectedness Professional Learning**

- **Professional Learning [1] for Administration and Counselors:** The school administration and guidance counselor will review how to access attendance data in FocusEd as well as the MTSS Framework with a focus on attendance.

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                    | \$6,267,791.04 | Supplies, Resources, Custodial   | All 3  |
| At Risk                           | \$269,615.48   | Interventionist, Prep Buyouts for Classroom Teachers to support PLCs and lesson planning/collaboration.                      | Goal 2 |
| ELL                               | \$103,112.90   | Split fund aide for Lexia English supplemental intervention lessons and behavioral support (daily Check In Check Out system) | Goal 2 |
| Carryover                         | \$280,000      | Leader in Me access and training, SchoolMint   | Goal 3 |
| Edna Rose Crane Grant (Tentative) | \$27,000       | Leader in Me Supplemental Texts to support weekly Leader in Me lessons (instruction of the Seven Habits)                     | Goal 2 |