

**Act 2 - Status Check 2 (Plan of Operation Requirement)**

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

[Directions and Resources for Status Check 2](#)

**Status Tracker Directions:**

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

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



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</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.	At Risk	A review of Winter NWEA MAP Growth data reflected that 50% of students met their growth goal in reading while 64% of students met their growth goal in math. As a school, our overall reading achievement (median) stayed the same from Fall to Winter (59th percentile) while our math achievement (median) increased from the 50th percentile to the 56th percentile. Classroom observational data and classroom walkthrough data as well as coaching cycle feedback data reflects that classroom teachers are still struggling with the District's Literacy Instructional Framework and pacing in reading.	To build shared capacity across our school, Grade Level leads attended professional learning sessions provided by our HMH Literacy Coach to ensure we have a shared understanding as a school in regard to the components of the HMH Into Reading Tier I lesson. Grade Level Teams need to continue to meet twice a week for PLC time to unwrap standards and plan for Tier I reading and math instruction with scaffolded instruction in mind.	Additional professional learning is needed for purposeful planning of Tier I whole group reading instruction and Tier I small group reading instruction with a specific focus on how to scaffold and differentiate instruction. Admin Team and Strategist Team will work with CID Team to calendar and plan professional learning opportunities.

**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
Increase opportunities to engage with a coach or administrator to reflect on instructional practices.	Teachers will develop more confidence in their teaching practices which will lead to improved outcomes for student achievement.	Strong	During the First Semester, we focused most of our attention on the upper grades to support instructional and behavioral concerns due to a higher concentration of new teachers in Grades 4 and 5. A review of Winter NWEA MAP data reflected that support is also needed in Second and Third Grade as well.	Admin and Strategist Team attending the two-day Instructional Coaching professional learning session. Admin/Strategist Team will continue to support the upper grades while integrating coaching/modeling cycles in Grades 2-3. Specific support will be provided for Tier I whole group reading (HMH Into Reading).	Administration will continue to conduct classroom walkthroughs and observations to collect data. We will continue to use the Tier I Monitoring Tool to determine the next steps. We will schedule classroom walkthroughs with the Strategist Team to collect more data to ensure we are collecting ongoing data. We will also utilize the HMH Look For Tool and enVision Math Look For tool as needed to provide differentiated support for newer staff.

**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>At Risk</p>	<p>All students also received instruction on the Seven Habits during their weekly Explorations period in addition to instruction from their classroom teacher during the first quarter. Coping strategies and social skills are provided by the Behavior Strategist and School Counselor. The School Counselor continues to push in to grade level classrooms to provide classroom guidance lessons as well as pull students small group support. The Behavior Strategist pulls students for small group/coping skills support in addition to meeting with students to monitor and reflect their daily Check-In Check-Out (CICO) reports. At the end of the second quarter, our chronic absenteeism rate increased to 18.8%. Our greatest areas of attendance concern fall in Kindergarten (31% chronic absenteeism rate) and First Grade (22.6% chronic absenteeism rate).</p>	<p>Admin Team and Counseling Team will meet with PBIS Action Team to discuss Tier I and Tier II attendance supports to address chronic absenteeism. Team will discuss intervention supports and attendance incentive program update. Admin and Counselor will specifically meet with Kindergarten and First Grade Team to discuss attendance concerns. Action Teams will also collaborate with behavior strategist and counselor discuss ways classroom teachers can build in Social Emotional Learning (SEL) supports to respond to students when they are struggling with self-regulation and resilience/coping strategies. 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>Classroom teachers need additional Tier I and Tier II classroom management and Social Emotional Learning (SEL) strategy support to respond to the varying needs of students in the classroom. Additional supports are also needed to address chronic absenteeism in the primary grades (K-1).</p>