

Act 3 - Reviewing Our Journey

Directions and Resources for Act 3

Status Tracker Directions:

1. Select from the drop-down list:

Did we achieve our goals - **Yes, No**.

Should we continue, correct, or cancel our goals/strategies - **Continue, Correct, Cancel**.

2. Identify specific **Lessons Learned, 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.

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School Name: Vincent L. Triggs Elementary School

| Inquiry Area 1 - Student Success | | Did we achieve our Student Success goal? <i>What does our data reveal about our progress toward our goal?</i> | Continue, Correct, or Cancel the Goal? <i>Should we continue, correct, or cancel this goal in our next SPP?</i> | | | |
|--|--|--|--|---|--|--|
| 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. | | No | Continue (and update) | | | |
| 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 | Were our improvement strategies successful? <i>How successful were we at implementing our improvement strategies?</i> | Continue, Correct, or Cancel the Strategy? <i>Should we continue, correct, or cancel the associated improvement strategies in our next SPP?</i> | Now (Lessons Learned) <i>Why were our improvement strategies successful or unsuccessful? What have we learned about ourselves and our school through this goal and these improvement strategies? How have our improvement efforts impacted achievement across demographic groups?</i> | Next (Next Steps) <i>What can we do right away to put our Lessons Learned into practice?</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. | Yes | Continue | <p>While we did not meet our goal of increasing the percentage of students above the 61st percentile in math, we did increase the percentage of students above the 61st percentile from 40% at the start of the school year to 50% at the end of the year.</p> <p>Grade Level Overview (above the 61st percentile)</p> <p>Kindergarten: 65%</p> <p>First Grade: 52%</p> <p>Second Grade: 32%</p> <p>Third Grade: 61%</p> <p>Fourth Grade: 50%</p> <p>Fifth Grade: 43%</p> <p>As a school, we maintained 48% of our students reading above the 61st percentile. We increased our median achievement math score from the 50th percentile in the Fall to the 61st percentile in the Spring. Our median achievement reading score stayed at the 59th percentile from Fall to Spring.</p> <p>Kindergarten: 55%</p> <p>First Grade: 46%</p> <p>Second Grade: 41%</p> <p>Third Grade: 52%</p> <p>Fourth Grade: 49%</p> <p>Fifth Grade: 45%</p> <p>While our staff was consistent in implementing Tier I curriculums, we realized there was a disconnect between implementation and professional development. We made a mid-course adjustment in January and provided additional professional learning opportunities for staff to break down the components of a Tier I reading lesson.</p> | <p>Grade Level Teams have been implementing the Tier I reading curriculum (HMH Into Reading and 95 Core Phonics) and math curriculum (enVision Math) curriculum consistently. Grade level teams will be returning to campus prior to the start of the school year to long range plan for the first 2-3 units of study to ensure instruction is in alignment with the District Pacing Guide and Teacher Clarity Guides. We will then continue to have grade level collaboration/planning days for teams to pre-plan units of study each quarter. Our school will also be working with a 95 Phonics Coach to ensure we are teaching the 95 Phonics Core curriculum consistently as intended with a focus on instructional dialogue, choral response, and pacing.</p> | <p>Grade level teams are in need of additional time to lesson plan and collaborate using the District Pacing guides and Teacher Clarity Guides. We will also be working to review and enhance our PLC structures to ensure a focus on the four guiding questions of a PLC in alignment with District PLC expectations.</p> |
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| Inquiry Area 2 - Adult Learning Culture | | Did we achieve our Adult Learning Culture goal? | Continue, Correct, or Cancel the Goal? | | | |
| 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). | | Yes | Continue (and update) | | | |
| 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 | Were our improvement strategies successful? | Continue, Correct, or Cancel the Strategy? | Now (Lessons Learned) | Next (Next Steps) | Need |
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| 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. | Yes | Continue | Strategist Team explicitly focused on new teachers in years 1-3 to provide support in implementation of Tier I curriculum and Tier I classroom management support. Strategist Team used a coaching model of observing and goal setting with teachers followed by a gradual release model of modeling Tier I instruction followed by co-teaching a lesson and then ending with observation and feedback. Strategist Team conducted classroom observations to note grade level trends in 95 Phonics Implementation during the First Semester followed by HMH observations to reflect upon HMH Into Reading implementation during the Second Semester. The Administrative Team engaged with observation and feedback to staff through utilization of classroom walkthroughs in FocalPoint and the NEPF Evaluation Cycle. | Strategist Team and Admin Team will meet to review schoolwide data trends in NWEA MAP and SBAC data to determine areas of strength and areas of opportunity. Strategist Team will conduct a survey of staff to determine what areas of support teachers would like in addition to administrative-determined areas of concern. Our school will also be working with a 95 Phonics Coach to ensure we are teaching the 95 Phonics Core curriculum consistently as intended with a focus on instructional dialogue, choral response, and pacing. | Additional time is needed to support teachers newer in their career through additional coaching support and professional development. Admin Team and Strategist Team will prioritize areas where coaching support is needed and calendar out coaching cycles in preparation for SY 25-26. |
| Inquiry Area 3 - Connectedness | | Did we achieve our Connectedness goal? | Continue, Correct, or Cancel the Goal? | | | |
| 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. | | No | Correct | | | |
| Improvement Strategies | Intended Outcomes/Formative Measures | Were our improvement strategies successful? | Continue, Correct, or Cancel the Strategy? | Now (Lessons Learned) | Next (Next Steps) | Need |
| 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. 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. | 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. 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. | No | Correct | Due to changes in the construction of the Panorama survey, we are unable to see if there has been an increase in the percentage of students who are able to get themselves to relax when upset. Anecdotal records reflect that this continues to be a concern. A review of schoolwide data reflects that 20% of Triggs ES students are still chronically absent. When medical excuses are included, our chronic absenteeism rate for actively enrolled students is 15.4%. Grade Level Chronic Absenteeism Rates reflected the following attendance concerns: Kindergarten: 34.3% First Grade: 22.2% Second Grade: 20.5% Third Grade: 14.2% Fourth Grade: 14.8% Fifth Grade: 16.7% | Based upon our schoolwide trends for SY 24-25, additional support is needed to address chronic absenteeism with specific supports being implemented for primary grade students. In addition, we will be working with our MTSS team to revamp our schoolwide attendance policy including a tiered incentive system and making adjustments to parent communication model and engagement structures. | Additional training is needed for staff to implement the Harmony social emotional learning curriculum. The SEL/Behavior Team will be meeting in conjunction with the MTSS/PBIS Team to discuss how Harmony will be implemented on a daily basis as part of the Triggs TBN morning news program. The counselor and behavior strategist will continue to provide Tier II and Tier III behavioral support to students who struggle with self-regulation. Training will be provided to staff at the start of the school year regarding Harmony implementation and our review of Tier I behavioral expectations to ensure all staff are familiar with behavioral supports. Staff will be provided with professional development on how to provide support to students regarding chronic absenteeism as well as how to increase parent communication and engagement regarding chronic absenteeism. |
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