

Clark County School District

Triggs, Vincent L. ES

2025-2026 School Improvement Plan

Classification: 3 Star School

AB219



Mission Statement

The mission of Vincent L. Triggs Elementary School is to achieve high academic success by providing a caring environment in which students work collaboratively, think globally, embrace diversity, and become respectful, productive citizens in an ever-changing world.

Our Core Values

Take care of yourself.

Take care of each other.

Take care of this place.

Demographics & Performance Information

Nevada Report Card

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 https://nevadareportcard.nv.gov/DI/nv/clark/vincent_l_triggs_elementary_school/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

61% of students met projected growth in Math and 57% in Reading on the Spring 2025 NWEA MAP assessment.

Our Median Growth Percentile in Math was in the 66th percentile. We increased our overall Math achievement from the 50th percentile to the 61st percentile from Fall 2024 to Spring 2025.

We maintained our overall reading achievement from Fall 2024 to Spring 2025 with an overall Median Achievement Percentile of 59th percentile. Our Median Growth Percentile in Reading was at the 51st percentile.

Student Success Areas for Growth

Only 50% of students are above the 60th percentile in math, and only 48% of students are above the 60th percentile in reading as measured by the Spring 2025 NWEA MAP Assessment. Our overall reading achievement stayed the same from Fall 2024 to Spring 2025 with respect to the distribution breakdown.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
		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

English Learners

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:

reading is deployed for all students.

Tier II Small Group supplemental instruction deployed for all ELs utilizing the Summit K-12 materials. In addition, Tier II Small Group supplemental instruction was deployed to support EL students with a WIDA score of 3.5 or higher.

All ELs are assigned to complete 60 minutes per week on Summit K-12 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 student engagement and the integration of discourse strategies

Monitoring Plan: The administration will calendar observational walks and debriefs on the master calendar.

Person Responsible: Stover, Principal, Okada, Assistant Principal

Action Step [2]: The Admin Team 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.

<p>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.</p> <p>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.</p> <p>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.</p>	<p>Person Responsible—Annemarie Stover, Principal, Matthew Okada, Assistant Principal, Heather Callahan (RBG3 Strategist), Christopher Enrile (Interventionist/ELL Success Advocate)</p> <p>AB 219 Student Success Professional Learning</p> <p>Professional Learning [1] for Teachers:</p> <p>Strategists will conduct data dives to discuss WIDA/SBAC summative assessments with staff to support planning and instruction for ELs</p> <p>Staff will attend Summit K-12 English Professional Learning to support the implementation of tier II supports for ELs</p> <p>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.</p> <p>Instructional Coaching Cycles (focus on the implementation of Tier I curriculum—HMH/95 Core Phonics and enVision Math)</p> <p>Professional Learning [2] for Learning Strategists: QTEL Strategies</p> <p>Admin and RBG3 Strategist will attend professional learning sessions on scaffolding/differentiating Tier I instruction.</p> <p>Provide language scaffolding for learning intentions</p>
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Student Group	Challenge	Solution
Foster/Homeless	<p>Disruptions in housing can negatively affect academic achievement and/or attendance rates.</p> <p>Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.</p>	The school counselor will implement wrap-around services to increase student attendance.
Free and Reduced Lunch	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	Provide at home books for reading practice.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	<p>Track MAP math data across student groups and adjust differentiated grouping as needed.</p> <p>Utilize a learning strategist to provide tiered interventions and acceleration for students.</p>
Students with IEPs	Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	Provide Tier 1 resources to resource room teachers to support grade level alignment

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Overall math and reading proficiency is low. Only 53.8% of students in Grades 3-5 are projected to be proficient in Math and 56.8% of students in Grades 3-5 are projected to be proficient in reading on the Spring 2025 SBAC Assessment as measured by the Spring 2025 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.

Critical Root Cause: While grade level teams frequently collaborate to discuss Tier I instruction, lesson planning is departmentalized where one person plans for reading instruction. As a result, not all staff/grade level team members have the same level of expertise of the Tier I plans and instruction. In addition, student work analysis is not consistently implemented during PLC time.

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percent of students scoring above the 61st percentile in Math from 50% in May 2025 to 60% in May 2026 as measured by MAP Growth Assessment.

Formative Measures: NWEA MAP Growth Math Assessment and enVision Mathematics Topic Summative Assessments

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Implement Tier 1 instructional materials and utilize the Teacher Clarity resources in Math to guide planning and implementing effective instruction.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Administrators will meet with each grade level team on a weekly basis for PLC with a specific focus on analysis of student work to discuss opportunities for intervention, reteaching, and enrichment. monitoring of data monthly using Tier 1 Monitoring Tool	Administration and Grade Level Teams	August 2025 to May 2026			
2	Grade Level Teams and Administration will collaborate to forward lesson plan for each upcoming quarter using CCSD pacing guides and Tier 1 materials. Teams will then meet each week to review long range plans and ensure lesson tasks are aligned.	Administration and Grade Level Teams	June 2025 to May 2026			
Position Responsible: Administration, Instructional Leads, Strategist Team Resources Needed: Tier 1 Programs Tier 1 Monitoring Tool (FocalPoint) Money for Guest Teachers Evidence Level Level 2: Moderate: HMH, enVision Problem Statements/Critical Root Cause: Student Success 1						

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percent of students scoring above the 61st percentile in Reading from 48% in May 2025 to 60% in May 2026 as measured by MAP Growth Assessment.

Formative Measures: NWEA MAP Growth Reading Assessment, HMH Into Reading Module Summative Assessment, and 95 Core Phonics End of Unit Assessments

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Strengthen the PLC process to improve Tier I instruction and increase student growth percentiles in Reading.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Administrative Team will create a timeline for professional development, instructional rounds, and debrief sessions using the Tier 1 Monitoring Tool.	Admin Team	August 2025			
2	Utilize the Backwards Assessment Model (BAM) to align Tier I planning of HMH Into Reading Curriculum. Grade Level Teams will create long range lesson plans based upon CCSD pacing guides and Tier 1 materials.	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2025 to May 2026			
3	Administrative Team and Grade Level Team will meet weekly for PLC time to review long range lesson plans and ensure the team has a shared understanding of instructional practices (differentiation, scaffolding, and student engagement).	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2025 to May 2026			
4	Administrative Team and Grade Level Team will engage in PLCs with a specific lens on Analysis of Student Work (ASW) to assess the effectiveness of Tier I instruction and determine the next steps or appropriate response.	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2025 to May 2026			
Position Responsible: Admin Team, Grade Level Teams, Learning Strategist Team						
Resources Needed: Tier 1 Programs (HMH Into Reading and 95 Phonics Core)						
Tier 1 Monitoring Tool (FocalPoint)						
Funding for PLC Time (Prep Buyouts)						
Evidence Level						
Level 2: Moderate: HMH, enVision						
Problem Statements/Critical Root Cause: Student Success 1						

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Improve educator practice of implementing the Tier I 95 Phonics Core Instructional Curriculum				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Conduct classroom walkthroughs to establish baseline data of the level of 95 Phonics Core implementation.	Administration Team, Learning Strategist Team, 95 Phonics Core Consultant/Coach	April/May 2025			
2	Create a timeline of professional development, coaching support, and walkthroughs to monitor implementation of phonics strategies.	Administration Team, Learning Strategist Team, 95 Percent Group Consultant/Coach	June 2025			
3	Conduct Instructional Rounds and Peer Walks (both at Region exemplar schools and teacher leader exemplars)	Administration Team, Learning Strategist Team, 95 Percent Group Consultant/Coach	August 2025 to May 2026			
4	Provide grade level professional development booster sessions to provide targeted guidance and feedback	Administration Team, Learning Strategist Team, 95 Percent Group Consultant/Coach	August 2025 to May 2026			
5	95 Percent Group Coach/Consultant will conduct classroom observations, model, and co-teach lessons to support teachers.	Administration Team, Learning Strategist Team, 95 Percent Group Consultant/Coach	August 2025 to May 2026			
Position Responsible: Admin Team, 95 Percent Group Consultant/Coach, Learning Strategist Team						
Resources Needed: Funding for Guest Teacher Coverage and PLC Pre-Buyout, 95 Percent Group Coach/Consultant, time for collaboration						
Evidence Level Level 1: Strong: 95 Phonics Core Program (1)						
Problem Statements/Critical Root Cause: Student Success 1						

Inquiry Area 1: Student Success

SMART Goal 3: Increase the NWEA MAP Median Growth Percentile (MGP) in Reading from 51% in May 2025 to 65% in May 2026.

Formative Measures: NWEA MAP Growth Reading Assessment, HMH Into Reading Module Summative Assessments, and 95 Core Phonics End of Unit Assessments

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Strengthen the PLC process to improve Tier I instruction and increase student growth percentiles in Reading.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Administrative Team will create a timeline for professional development, instructional rounds, and debrief sessions using the Tier 1 Monitoring Tool.	Admin Team	August 2025			
2	Utilize the Backwards Assessment Model (BAM) to align Tier I planning of HMH Into Reading Curriculum. Grade Level Teams will create long range lesson plans based upon CCSD pacing guides and Tier 1 materials.	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2025 to May 2026			
3	Administrative Team and Grade Level Team will meet weekly for PLC time to review long range lesson plans and ensure the team has a shared understanding of instructional practices (differentiation, scaffolding, and student engagement).	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2025 to May 2026			
4	Administrative Team and Grade Level Team will engage in PLCs with a specific lens on Analysis of Student Work (ASW) to assess the effectiveness of Tier I instruction and determine the next steps or appropriate response.	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2025 to May 2026			
Position Responsible: Admin Team, Grade Level Teams, Strategist Team Resources Needed: Tier 1 Programs (HMH Into Reading and 95 Phonics Core) Tier 1 Monitoring Tool (FocalPoint) Funding for PLC Time (Prep Buyouts) Evidence Level Level 2: Moderate: HMH, enVision Problem Statements/Critical Root Cause: Student Success 1						

Adult Learning Culture

Adult Learning Culture Areas of Strength

Learning Strategist Team conducted Tier I 95 Phonics Core and HMH Into Reading Classroom Walkthroughs to note grade level and schoolwide trends in Tier I curriculum implementation. Professional learning was then provided with a focus on Vocabulary and the Shared Reading Three-Step Process to introduce these structures.

Adult Learning Culture Areas for Growth

Increase opportunities for professional learning with a focus on Reading (Vocabulary and the Three-Step Reading Process) and conduct classroom walkthroughs consistently with a focus on implementation and application. Classroom walkthroughs will be monitored using the FocalPoint Tier I Monitoring Tool and site based data collection tools.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
	<p>AB 219 Data Reviewed</p> <p>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:</p> <p>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.</p> <p>The Vocabulary and Shared Reading components of the HMH Into Reading lesson was implemented inconsistently across all grade levels.</p> <p>Scaffolds such as sentence stems/paragraph frames were not provided for students to make meaning through oral discourse or writing.</p> <p>Small group Tier I instruction is only sometimes</p>	<p>AB 219 Adult Learning Culture Improvement Strategy</p> <p>AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): PLC-2</p> <p>AB 219 Adult Learning Culture Action</p> <p>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.</p> <p>Monitoring Plan: Admin Team 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.</p> <p>Person Responsible: Annemarie Stover, Principal, Matthew Okada, Assistant Principal, Heather Callahan (RBG3 Strategist), Christopher Enrile (Interventionist,</p>

English Learners

implemented across all grade levels.

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

100% 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.

ELL Success Advocate)

Action Step [2]: Admin Team 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, Matthew Okada, Assistant 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, Assistant Principal, PRBG3 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.

Monitor for discourse structures in classrooms.

Foster/Homeless	<p>Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.</p> <p>Students require social-emotional support, which, while essential, can reduce available time for academic instruction.</p>	Monitor for attendance and provide referrals to counselor and outside agencies.
Free and Reduced Lunch	Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to fully engage in academic learning.	Provide wrap around services through referrals to counselor and outside agencies
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	<p>Monitor for participation opportunities to ensure all students have access to Tier I and Tier II supports as well as after school tutoring opportunities.</p> <p>Utilize a learning strategist to provide tiered interventions and acceleration for students.</p>

Student Group	Challenge	Solution
Students with IEPs	Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	<p>Provide coaching on discourse and alternatives to round Robin Reading to resource teachers.</p> <p>Special education teachers and special education instructional facilitators will participate in grade-level Professional Learning Community (PLC) meetings to analyze data, determine students' needs, and plan effective instruction and support.</p>

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Due to 95 Phonics Core Program and HMH Into Reading being newly implemented Tier I curriculums, additional targeted professional learning is needed for teachers to fully implement the Tier I Reading curriculum.

Critical Root Cause: Triggs ES Staff did not have access to the 95 Phonics Core and HMH Into Reading professional learning materials as well as lacked time for professional learning and collaboration due to the LETRS professional development series being implemented on all Staff Development Days.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percent of classroom observations that show evidence of differentiated instruction from 45% in May 2025 to 65% in May 2026 as measured by the Tier 1 Monitoring Tool (Focal Point).

Formative Measures: FocalPoint Tier I Instructional Monitoring Tool

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Strengthen the PLC process to improve Tier I instruction and increase student growth percentiles in Reading.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Administrative Team will create a timeline for professional development, instructional rounds, and debrief sessions using the Tier 1 Monitoring Tool.	Admin Team	August 2025			
2	Utilize the Backwards Assessment Model (BAM) to align Tier I planning of HMH Into Reading Curriculum. Grade Level Teams will create long range lesson plans based upon CCSD pacing guides and Tier 1 materials.	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2025 to May 2026			
3	Administrative Team and Grade Level Team will meet weekly for PLC time to review long range lesson plans and ensure the team has a shared understanding of instructional practices (differentiation, scaffolding, and student engagement).	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2025 to May 2026			
4	Administrative Team and Grade Level Team will engage in PLCs with a specific lens on Analysis of Student Work (ASW) to assess the effectiveness of Tier I instruction and determine the next steps or appropriate response.	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2025 to May 2026			
Position Responsible: Admin Team, Grade Level Teams, Learning Strategist Team Resources Needed: Tier 1 Programs (HMH Into Reading and 95 Phonics Core) Tier 1 Monitoring Tool (FocalPoint) Funding for PLC Time (Prep Buyouts)						
Evidence Level Level 2: Moderate: HMH: Into Reading Level 3: Promising: enVision Mathematics Common Core 2020 Problem Statements/Critical Root Cause: Adult Learning Culture 1						

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: Increase the percent of classroom observations that show evidence of scaffolded support from 61% in May 2025 to 81% in May 2026 as measured by the Tier 1 Monitoring Tool (Focal Point).

Formative Measures: FocalPoint Tier I Instructional Monitoring Tool

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Strengthen the PLC process to improve Tier I instruction and increase student growth percentiles in Reading.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Administrative Team will create a timeline for professional development, instructional rounds, and debrief sessions using the Tier 1 Monitoring Tool.	Admin Team	August 2025	No review	No review	
2	Utilize the Backwards Assessment Model (BAM) to align Tier I planning of HMH Into Reading Curriculum. Grade Level Teams will create long range lesson plans based upon CCSD pacing guides and Tier 1 materials.	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2025 to May 2026			
3	Administrative Team and Grade Level Team will meet weekly for PLC time to review long range lesson plans and ensure the team has a shared understanding of instructional practices (differentiation, scaffolding, and student engagement).	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2025 to May 2026			
4	Administrative Team and Grade Level Team will engage in PLCs with a specific lens on Analysis of Student Work (ASW) to assess the effectiveness of Tier I instruction and determine the next steps or appropriate response.	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2025 to May 2026			
Position Responsible: Admin Team, Grade Level Teams, Learning Strategist Team Resources Needed: Tier 1 Programs (HMH Into Reading and 95 Phonics Core) Tier 1 Monitoring Tool (FocalPoint) Funding for PLC Time (Prep Buyouts)						
Evidence Level Level 2: Moderate: HMH, enVision						
Problem Statements/Critical Root Cause: Student Success 1						

Inquiry Area 2: Adult Learning Culture

SMART Goal 3: Increase the percent of classroom observations that show evidence of student engagement from 66% in May 2025 to 86% in May 2026 as measured by the Tier 1 Monitoring Tool (Focal Point).

Formative Measures: FocalPoint Tier I Instructional Monitoring Tool

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Strengthen the PLC process to improve Tier I instruction and increase student growth percentiles in Reading.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Administrative Team will create a timeline for professional development, instructional rounds, and debrief sessions using the Tier 1 Monitoring Tool.	Admin Team	August 2025			
2	Utilize the Backwards Assessment Model (BAM) to align Tier I planning of HMH Into Reading Curriculum. Grade Level Teams will create long range lesson plans based upon CCSD pacing guides and Tier 1 materials.	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2025 to May 2026			
3	Administrative Team and Grade Level Team will meet weekly for PLC time to review long range lesson plans and ensure the team has a shared understanding of instructional practices (differentiation, scaffolding, and student engagement).	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2025 to May 2026			
4	Administrative Team and Grade Level Team will engage in PLCs with a specific lens on Analysis of Student Work (ASW) to assess the effectiveness of Tier I instruction and determine the next steps or appropriate response.	Admin Team, Grade Level Teams, and Learning Strategist Team	August 2025 to May 2026			
Position Responsible: Admin Team, Grade Level Teams, Learning Strategist Team						
Resources Needed: Tier 1 Programs (HMH Into Reading and 95 Phonics Core)						
Tier 1 Monitoring Tool (FocalPoint)						
Funding for PLC Time (Prep Buyouts)						
Evidence Level						
Level 2: Moderate: HMH: Into Reading (2)						
Level 3: Promising: Professional Learning Communities (PLC) (2); enVision Mathematics Common Core 2020 (3)						
Problem Statements/Critical Root Cause: Student Success 1						

Connectedness

Connectedness Areas of Strength

During SY 24-25, Grades 3-5 demonstrated lower levels of Chronic Absenteeism as compared to Grades K-2:

- Third Grade: 14.2%
- Fourth Grade: 14.8%
- Fifth Grade: 16.7%

We decreased the amount EL students were chronically absent from 20% in SY 23-24 to 8.8% in SY 24-25.

Connectedness Areas for Growth

19.6% of students were chronically absent during the 2024-2025 school year. Grades K-2 had higher levels of chronic absenteeism as compared to Grades 3-5:

- Kindergarten: 34.3%
- First Grade: 22.2%
- Second Grade: 20.5%

A review of attendance data for SY 24-25 reflected that our Average Daily Attendance (ADA) rates by grade level were below 95 percent:

- Kindergarten: 92.29%
- First Grade: 92.80%
- Second Grade: 93.18%
- Third Grade: 94.21%
- Fourth Grade: 93.81%
- Fifth Grade: 94.11%

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
		AB 219 Connectedness Improvement Strategy AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): MTSS-1

English Learners

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

8.8% of EL students were chronically absent in SY 24-25.

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:

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

	<p>Chronic Absenteeism/Behavior:</p> <p>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.</p>	<p>attendance records.</p> <p>Monitoring Plan: The staff will track their communications on IC call logs.</p> <p>Person Responsible: Administration, counselors, and school clerk</p> <p>AB 219 Connectedness Professional Learning</p> <p>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.</p> <p>Provide language scaffolding (sentence starters).</p>
Foster/Homeless	<p>Disruptions in housing can negatively affect academic achievement and/or attendance rates.</p>	<p>The school counselor and Admin Team will implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.</p> <p>Provide videos and paper copies of attendance supports/plans for families for students for outside of school use.</p>
Free and Reduced Lunch	<p>Students face challenges related to the hierarchy of basic needs (e.g., housing instability, food insecurity), which can affect their ability to attend school regularly and fully engage in academic learning.</p>	<p>Provide SEL supports with a focus on attendance from counselor and behavior strategist.</p>
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Data indicates that students from certain racial and ethnic groups are experiencing academic performance gaps. These disparities highlight the need for culturally responsive practices, targeted supports, and equitable access to high-quality instruction.	Track attendance monitoring across student groups to see where additional support is needed through FocalPoint, Panorama, and CCSD Climate Survey.
Students with IEPs	Students receiving special education services may experience academic challenges related to their identified learning needs, which require individualized supports and interventions to ensure access to grade-level content.	Provide additional attendance supports to students with IEPs and reinforce attendance expectations with parents during IEP meetings.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 19.6% of students were chronically absent during the 2024-2025 school year.

Critical Root Cause: 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. Families are dealing with trauma and are sometimes unable to send their children to school due to outside concerns.

Inquiry Area 3: Connectedness

SMART Goal 1: Triggs Elementary School will decrease its chronic absenteeism rate from 19.6% (May 2025) to 15% (May 2026) as measured by FocusED.

Formative Measures: FocusEd, Infinite Campus Reports, Educational Services Division (ESD) Home Visitation Report

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Staff will implement a schoolwide attendance monitoring system to support chronically absent students.				Status Check		EOY Reflection
				Oct	Feb	June
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Counselor, School Clerk, and Admin Team will develop an attendance tracking system to monitor and provide support for chronically absent students.	Counselor, School Clerk, and Admin Team	August 2025 to May 2026			
2	Admin Team, Counselor, and School Clerk will meet each month to review attendance data and determine next steps/ supports.	Counselor, School Clerk, and Admin Team	August 2025 to May 2026			
3	PBIS Team and Student Engagement Team will develop an attendance incentive program to celebrate positive individual, class, and grade level attendance achievement.	PBIS Team, Student Engagement Team, School Counselor, School Clerk, Classroom Teachers, Admin Team	August 2025 to May 2026			
4	Admin Team and School Counselor will meet with Kindergarten and First Grade families to discuss positive attendance supports and strategies.	Admin Team and School Counselor	August 2025 to October 2025 (First Quarter)			
Position Responsible: Admin Team and School Counselor Resources Needed: Money for attendance incentives Time for implementation of incentives and parent engagement sessions/follow up Evidence Level Level 1: Strong: PBIS (1) Level 2: Moderate: Progress Monitoring (2) Problem Statements/Critical Root Cause: Connectedness 1						

Priority Problem Statements

Problem Statement 1: Overall math and reading proficiency is low. Only 53.8% of students in Grades 3-5 are projected to be proficient in Math and 56.8% of students in Grades 3-5 are projected to be proficient in reading on the Spring 2025 SBAC Assessment as measured by the Spring 2025 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.

Critical Root Cause 1: While grade level teams frequently collaborate to discuss Tier I instruction, lesson planning is departmentalized where one person plans for reading instruction. As a result, not all staff/grade level team members have the same level of expertise of the Tier I plans and instruction. In addition, student work analysis is not consistently implemented during PLC time.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Due to 95 Phonics Core Program and HMH Into Reading being newly implemented Tier I curriculums, additional targeted professional learning is needed for teachers to fully implement the Tier I Reading curriculum.

Critical Root Cause 2: Triggs ES Staff did not have access to the 95 Phonics Core and HMH Into Reading professional learning materials as well as lacked time for professional learning and collaboration due to the LETRS professional development series being implemented on all Staff Development Days.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: 19.6% of students were chronically absent during the 2024-2025 school year.

Critical Root Cause 3: 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. Families are dealing with trauma and are sometimes unable to send their children to school due to outside concerns.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- MAP Growth Assessment
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener
- Other
 - ESGI data, FastBridge, PBIS data, Focal Point Tier I Instructional data, HMH/95 Phonics/enVision Look For tools, NEPF observational data,

Adult Learning Culture

- Coaching Logs
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- PBIS/MTSS data
- Perception/survey data
- Social Emotional Learning Data

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$ 5,845,429.69	Classroom teachers, instructional strategists, support staff, instructional supplies, custodial operations	Goals 1, 2, and 3
At-Risk Weighted Allocation	\$ 200,610.14	Classroom teachers, instructional assistant	Goals 1 and 2
EL Weighted Allocation	\$ 90,708.09	Classroom teachers	Goals 1 and 2
General Carry Forward	\$ 537,921.81	Classroom teachers, instructional assistants, instructional supplies	Goals 1, 2, and 3
At-Risk Weighted Carry Forward	\$ 191,275.58	Classroom teachers	Goals 1 and 2
EL Weighted Carry Forward	\$ 66,931.68	Classroom teachers	Goals 1 and 2
Title IA	\$ N/A		N/A
Apex Fundraiser	\$40,000 (estimated)	Library books, student incentives, teacher incentives, field trips	Goals 1, 2, and 3
Fall Carnival	\$10,000 (estimated)	Instructional supplies	Goal 1

School Continuous Improvement Team

Team Role	Name	Position
SOT Team Member	Mary Ortega	Parent
SOT Team Member	Eileen Banda	Parent
SOT Team Member	Emily Bailey	Parent
SOT Team Member	Isabelle Mendez	PE Instructional Aide
Team Member	Alexandria Smith	Special Education Instruction Facilitator (SEIF)
Team Member	Rochelle Felix	Fifth Grade Teacher
Team Member	Anita Rebollo	Fourth Grade Teacher
Team Member	Melissa Bass	Third Grade Teacher
Team Member	Killarney Warner	Second Grade Teacher
Team Member	Evelyn Hernandez	First Grade Teacher
Team Member	Kristen Curto	Kindergarten Teacher
Team Member	Tiffany Jones	Behavior Strategist
Team Member	Christopher Enrile	Learning Strategist
Team Member	Heather Callahan	RBG3 Strategist
CI Team Member/SOT Team Member	Nicole Schrumpf	Explorations Teacher
CI Team Member/SOT Team Member	Teanna Streng	Librarian
CI Team Lead	Matthew Okada	Assistant Principal
CI Team Lead	Annemarie Stover	Principal

Community Outreach Activities

Activity	Date	Lesson Learned
End of Year Staff Meeting/Data Celebrations	5.23.25	Admin Team reviewed Spring 2025 NWEA MAP data with staff to celebrate growth