

Clark County School District



Triggs, Vincent L. ES

Classification: 3 Star School

AB219

2025-2026 School Improvement Plan

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.

Table of Contents

Comprehensive Needs Assessment	4
Student Success	5
Adult Learning Culture	10
Connectedness	14
Priority Problem Statements	18
Data Documentation for CNA	20
Student Success	21
Adult Learning Culture	21
Connectedness	21
Inquiry Areas	23
Inquiry Area 1 : Student Success	24
Inquiry Area 2 : Adult Learning Culture	31
Inquiry Area 3 : Connectedness	37
Plan Notes	40
Teams	42
School Continuous Improvement Team	43
Meeting Logs	43
Members	43
Community Outreach Activities	45



Comprehensive Needs Assessment

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.

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.

Equity Resource Supports

Student Group	Challenge	Solution
	<p>There is 24% achievement gap between LEP and non LEP students based on Fall MAP projected proficiency. Please note that there is less than 10% of the student population identified as LEP.</p> <p><u>English Learner (EL) English Language Arts (ELA) Proficiency</u></p>	<p>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.</p> <p>Tier II Small Group supplemental Instruction for reading is deployed for all students.</p> <p>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.</p> <p>All ELs are assigned to complete 60 minutes per week on Summit K-12 to support language development in all four language domains.</p>

English Learners

Spring 2024: 6.2% of students in Grades 3-5 (1 out of 16)

Spring 2025: 28.5% of students in Grades 3-5 (6 out of 21)

EL Mathematics Proficiency

Spring 2024: 12.5% of students in Grades 3-5 (2 out of 16)

Spring 2025: 38.0% of students in Grades 3-5 (8 out of 21)

EL WIDA Met AGP

Spring 2024: 31.8% of students in Grades 1-5 (7 out of 22)

Spring 2025: 55.5% of students in Grades 1-5 (15 out of 27)

AB 335 Student Success Root Causes: As evidenced by the Spring 2025 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.

Mathematics Summative Assessment: Increase the percentage of English Language Learners (ELL) proficient in Mathematics from 38.0% in Spring 2025 to 48.0% in Spring 2026 as measured by the SBAC Mathematics Assessment.

ELA Summative Assessment: Increase the percentage of English Language Learners (ELL) proficient in English Language Arts from 28.5% in Spring 2025 to 38.5% in Spring 2026 as measured by the SBAC English Language Arts Assessment.

Language Summative Assessment: Increase the Adequate Growth Percentile (AGP) of English Language Learners (ELL) from 55.5% in Spring 2025 to 60% in May 2026 as measured by the WIDA Assessment.

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.

Person Responsible–Annemarie Stover, Principal, Matthew Okada, Assistant Principal, Heather Callahan (RBG3 Strategist), Christopher Enrile (Interventionist/ELL Success Advocate)

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 Summit K-12 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

		<p>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>
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>	<p>The school counselor will implement wrap-around services to increase student attendance.</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 fully engage in academic learning.</p>	<p>Provide at home books for reading practice.</p>
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	<p>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>	<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 receiving special	

Students with IEPs

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

Critical Root Cause

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.

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.

 = Priority

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.

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.

Equity Resource Supports

Student Group	Challenge	Solution
	<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 implemented across all grade levels.</p> <p>Understanding Language Development (ULD) Professional Learning</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, ELL Success Advocate)</p> <p>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.</p>

English Learners

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.

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.

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.

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.

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

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.

Students require social-emotional support, which, while essential, can reduce available time for academic instruction.

Monitor for attendance and provide referrals to counselor and outside agencies.

<p>Free and Reduced Lunch</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>	<p>Provide wrap around services through referrals to counselor and outside agencies</p>
<p>Migrant/Title1-C Eligible</p>	<p>N/A</p>	<p>N/A</p>
<p>Racial/Ethnic Minorities</p>	<p>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>	<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>
<p>Students with IEPs</p>	<p>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>	<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

Critical Root Cause

1



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.

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.

 = Priority

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.

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%

Equity Resource Supports

Student Group	Challenge	Solution
	Chronic Absenteeism: 25% of EL students were chronically absent in SY 22-23 20% of EL students were chronically	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

English Learners

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).

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.

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.

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

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.

Provide language scaffolding (sentence starters).

The school counselor and Admin Team will implement wrap-

Foster/Homeless	Disruptions in housing can negatively affect academic achievement and/or attendance rates.	around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth. Provide videos and paper copies of attendance supports/plans for families for students for outside of school use.
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 attend school regularly and fully engage in academic learning.	Provide SEL supports with a focus on attendance from counselor and behavior strategist.
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.	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

Critical Root Cause


1



19.6% of students were chronically absent during the 2024-2025 school year.

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.

 = Priority



Priority Problem Statements

Problem Statement

Critical Root Cause

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.

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.

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.

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.

3
★

19.6% of students were chronically absent during the 2024-2025 school year.

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.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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





Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1 Aligns with District Goal

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

Improvement Strategy 1

Implement Tier 1 instructional materials and utilize the Teacher Clarity resources in Math to guide planning and implementing effective instruction.

Actions for Implementation

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: Student Success 1

Status Checks

In progress

In progress

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

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.

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.

SMART Goal 2 Aligns with District Goal

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

Improvement Strategy 1

Strengthen the PLC process to improve Tier I instruction and increase student growth percentiles in Reading.

Actions for Implementation

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: Student Success 1

Status Checks

In progress

October

In progress

February

June

Improvement Strategy 2

Improve educator practice of implementing the Tier I 95 Phonics Core Instructional Curriculum

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Conduct classroom walkthroughs to establish baseline data of the level of 95 Phonics Core implementation.	Administrati on 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.	Administrati on 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)	Administrati on 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	Administrati on 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.	Administrati on 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: Student Success 1

Status Checks

In progress

In progress

October

February

June

SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement

Root Cause

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.

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.

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

Improvement Strategy 1

Strengthen the PLC process to improve Tier I instruction and increase student growth percentiles in Reading.

Actions for Implementation

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: Student Success 1

Status Checks

In progress

October

In progress

February

June

SMART Goal 3 Problem Statements Identifying Student Success

Problem Statement

Root Cause

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.

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.

SMART Goal 1 Aligns with District Goal

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

Improvement Strategy 1

Strengthen the PLC process to improve Tier I instruction and increase student growth percentiles in Reading.

Actions for Implementation

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: Adult Learning Culture 1

Status Checks

In progress

In progress

October

February

June

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

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.

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.

SMART Goal 2 **Aligns with District Goal**

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

Improvement Strategy 1

Strengthen the PLC process to improve Tier I instruction and increase student growth percentiles in Reading.

Actions for Implementation

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: Student Success 1

Status Checks

In progress

October

In progress

February

June

SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement	Root Cause
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.	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.

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

Improvement Strategy 1

Strengthen the PLC process to improve Tier I instruction and increase student growth percentiles in Reading.

Actions for Implementation

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: Student Success 1

Status Checks

In progress

In progress

October

February

June

SMART Goal 3 Problem Statements Identifying Student Success

Problem Statement

Root Cause

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.

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

Connectedness

3

SMART Goal 1 **Aligns with District Goal**

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

Improvement Strategy 1

Staff will implement a schoolwide attendance monitoring system to support chronically absent students.

Actions for Implementation

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	MTSS Team and Student Engagement Team will develop an attendance incentive program to celebrate positive individual, class, and grade level attendance achievement.	MTSS 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: Connectedness 1

Status Checks

In progress

No Progress

October

February

June

SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement	Root Cause
1 19.6% of students were chronically absent during the 2024-2025 school year.	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.



Plan Notes

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



Teams

Teams

School Continuous Improvement Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
January 30, 2026 @ 8:15 AM	Triggs ES--Literacy Room	SPP Meeting 1.30.26.pdf	Triggs CIP Act 2 Status Check 2 - Now, Next Needs 2025-2026.pdf
October 3, 2025 @ 8:15 AM	Triggs ES--Literacy Room	Triggs CIP Act 2 Status Check 1 - 10-3-25.pdf	Triggs CIP Act 2 Status Check 1 - Now, Next Needs 2025-2026 - 10_3_2025 (1).pdf
August 28, 2025 @ 3:30 PM	Triggs ES - Library	Triggs CIP SPP Act 1 - SOT 8-28-25.pdf	Triggs CIP Act 1 - Setting Our Course SPP 2025-2026 - 8_28_2025.pdf

Members

First Name	Last Name	Position	Committee Role
Brittany	Wade	Parent	SOT Team Member
Elizabeth	Ishkhanian	School Counselor	Team Member
Randi	McCay	Pre-K Teacher	Team Member
Emily	Bailey	Parent	SOT Team Member
Sean	Cooper	Parent	SOT Team Member
Gregory	Lintz	Parent	SOT Team Member
Isabelle	Mendez	PE Instructional Aide	SOT Team Member
Nicole	Schrumpf	Explorations Teacher	CI Team Member/SOT Team Member
Teanna	Streng	Librarian	CI Team Member/SOT 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	Team Member
Matthew	Okada	Assistant Principal	CI Team Lead
Annemarie	Stover	Principal	CI Team Lead



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