

# Clark County School District

## Triggs, Vincent L. ES

### 2025-2026 Status Checks with Notes



**District Approval Date:** February 10, 2026

# 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/](https://nevadareportcard.nv.gov/DI/nv/clark/vincent_l_triggs_elementary_school/nspf/)

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# Inquiry Areas

## 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.

**Aligns with District Goal**

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

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Implement Tier 1 instructional materials and utilize the Teacher Clarity resources in Math to guide planning and implementing effective instruction.</p> <p><b>Position Responsible:</b> Administration, Instructional Leads, Strategist Team</p> <p><b>Resources Needed:</b> Tier 1 Programs Tier 1 Monitoring Tool (FocalPoint) Money for Guest Teachers</p> <p><b>Evidence Level</b> Level 2: Moderate: HMH, enVision</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> Additional time is needed for grade level teams to plan for mathematics instruction with the PLC focus being on ELA this year (with an emphasis on scaffolding and supporting Tier I instruction using HMH Into Reading materials).</p> <p><b>October Next Steps/Need</b> Grade level teams will utilize their Thursday Analysis of Student Work (ASW) period to plan for math instruction with a specific lens on differentiation. Grade level teams will review District pacing calendar and summative assessment data to determine what days are needed to review and reteach each math topic/standard's content. Additional substitute release time is needed for grade level teams to discuss and plan for mathematics instruction.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b> Fall to Winter Math NWEA MAP proficiency and growth are improving. Instructional alignment across grade levels is strong with most classrooms being in the high growth/high achievement quadrant. Grade level teams are utilizing effective PLCs supported by common tools and protocols to strengthen Tier I alignment, scaffolding, differentiation, and backward assessment planning in Reading, but Math has not received the same focus. Improved team instruction is reflecting aggressive</p>

student growth gains. While PLCs have not been focus on Math, Grade level teams have collaborated on sub pull out days to ensure teams are able to long range plan and review Tier I materials.

### **February Next Steps/Need**

Identify and scale planning structures to enhance math instruction. Morning meeting schedule/PLC time has been revamped to provide grade level teams with additional time to plan for math outside of the weekly PLC Reading focus that occurs during prep periods. Grade level teams will continue to implement the site data analysis routine that has been implemented to regularly analyze student data and plan instructional responses. Additional PLC planning time on Staff Development Days and on substitute release days is needed to support Tier I instruction. Grades 3-5 will be engaging in after school tutoring in Math and Reading to prepare for the Spring SBAC assessment.

**June:** Continue

### **June Lessons Learned**

Our Spring NWEA MAP Math assessment data reflected that 53% of students in Grades K-5 were at the 61st percentile or higher. This is an increase of 3% from Spring 2025 (50%) and an increase of 8% from Fall 2025 (45%). As a school, we increased our overall math achievement in regard to our Median MAP from the 56th percentile (Fall 2025) to the 66th percentile (Spring 2026). Grades K, 4, and 5 demonstrated high achievement and high growth.

### **June Next Steps/Need**

While Grades 1, 2, and 3 saw achievement levels past the 50th Median percentile (First Grade--69th percentile, Second Grade--62nd percentile, Third Grade--53rd percentile), they did not make average growth from Fall to Spring on the NWEA MAP Math Assessment. Additional collaboration time is needed for grade level teams to review the Math Teacher Clarity Guides, review enVision Math Topic/Summative Assessments, and discuss how to strengthen small group math instruction. Additional professional learning opportunities are needed to target specific grade level needs (i.e. 3-Act Math Performance Tasks, Standards of Mathematical Practice application, enVision Math Step 3--Assess and Differentiate, Spiral Reviews, and Multi-Step Problem instructional strategies). As a school, we will be expanding our Collaborative Lesson Planning Model from Reading to Math

to support grade level teams in planning together. Grade level teams will also continue to engage in Peer Walks--with a math lens.

**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.

**Aligns with District Goal**

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

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Strengthen the PLC process to improve Tier I instruction and increase student growth percentiles in Reading.</p> <p><b>Position Responsible:</b> Admin Team, Grade Level Teams, Learning Strategist Team</p> <p><b>Resources Needed:</b> Tier 1 Programs (HMH Into Reading and 95 Phonics Core) Tier 1 Monitoring Tool (FocalPoint) Funding for PLC Time (Prep Buyouts)</p> <p><b>Evidence Level</b> Level 2: Moderate: HMH, enVision</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> Grade level teams are seeing positive results from exposing students to Writeable (exposure to SBAC-aligned performance tasks) and consistent usage of HMH Into Reading graphic organizers across the school. Review of Instructional Leadership Team and weekly PLC agendas/minutes reflect that organizing, planning and preparation are going well. As a school, we are continuing to move in the right direction and are helping students to achieve adequate growth.</p> <p><b>October Next Steps/Need</b> Grade level teams will continue to focus on scaffolding and differentiation during weekly PLC time. Grade level teams will use Staff Development Day to focus on long range planning for the Second Quarter. Grade level teams will build in additional test prep supports in alignment with HMH Summative Module assessments in preparation for the SBAC assessment (Writeable performance tasks, strategies for test taking--RACES, graphic organizer use, and adjust long range plans to reflect opportunities to embed assessment questions). Apex Funding will be utilized to provide targeted after school tutoring for approaching standards students. Grades K-2 Teams will also preview Writeable to ensure vertical alignment of writing performance tasks.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b> Fall to Winter Math NWEA MAP proficiency and growth are improving. Instructional alignment across grade levels is strong with most classrooms being in the high growth/high achievement quadrant. Grade level teams are utilizing effective</p>

PLCs supported by common tools and protocols to strengthen Tier I alignment, scaffolding, differentiation, and backward assessment planning in Reading. Improved focus on teams ensuring instructional focus is aligned is driving student growth gains. Walk to Read support has helped to reduce the percentage of non-proficient students across grades. 95 Phonics Core implementation is strengthening, with increased teacher confidence. Region Coach continues to provide support with on-site team maintaining momentum. Grade level teams have collaborated on sub pull out days to ensure teams are able to long range plan and review Tier I materials.

#### **February Next Steps/Need**

Continue purposeful, collaborative PLC planning to strengthen Tier I instruction. Expand PLC planning to include small group implementation for targeted, differentiated support. Deepen understanding and use of Writeable tools to effectively integrate these resources into the ELA block in Grades 3-5. Continue implementation of the site data analysis tool to regularly analyze student data and plan instructional responses. Eventually grade level teams with scale the routine to incorporate the analysis of student work samples (this will be differentiated based upon grade level readiness).

**June:** Continue

#### **June Lessons Learned**

Spring NWEA MAP Reading Data reflects grade level alignment. As a school, our median achievement increased from the 60th percentile in Fall 2025 to the 64th percentile in Spring 2026. 53% of students in Grades K-5 are reading at/above the 61st percentile. While we did not meet our goal of having 60% of students at/above the 61st percentile, we increased our overall percentage of students reading at/above the 61st percentile by 5% (48% to 53%) from Spring 2025 to Spring 2026. We are continuing to see strong gains in reading due to our PLC alignment across all grade level teams. Grade level teams met weekly for PLC time to engage in Collaborative Lesson Planning with a reading focus to ensure they were forward planning for the upcoming week. Grade Level Teams engaged in grade level planning for each quarter (guest teacher coverage days) as well as to plan for the upcoming SY 26-27. Grade level teams appreciated the opportunity to engage in peer walks across their grade level.

#### **June Next Steps/Need**

Grade level teams will continue to focus on utilizing a

Collaborative Lesson Design model when planning for Tier I reading instruction. Teams will continue to plan for scaffolding and differentiation. Planning will be supported with schoolwide common PLC tools and grade level planning days. Grade level teams will strengthen their data analysis skills through ongoing practice and application. Teams will utilize data to develop and implement effective response plans to support student growth. Grade level leads will continue to meet with School Admin Team to ensure individualized planning and support for each grade level team. Additional team members will attend huddle sessions to provide insight and support leadership development. Grade level teams will continue to implement peer walks with a specific lens on Tier I reading instruction (including Tier I small group support).

**Improvement Strategy 2 Details**

**Reviews**

**Improvement Strategy 2:** Improve educator practice of implementing the Tier I 95 Phonics Core Instructional Curriculum

**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

**Oct:** In progress

**October Lessons Learned**

Admin/Region SAS/Strategist Team/Region 95 Percent Group Coach conducted classroom walkthroughs to visit every classroom K-5 to determine baseline implementation of 95 Phonics Core instruction at the end of August. 100% of classroom observations indicated that staff are following the lesson sequence with 95% of staff use the 95 Phonics Core presentation file for direct instruction. Opportunities for growth include focusing on having all students chorally respond (only 45.5% of classrooms demonstrated this), consistent use of the instructional dialogue (only 45.5% of classrooms demonstrated this), and use of a timer to support lesson pacing (only 68.2% of classrooms demonstrated this).

**October Next Steps/Need**

Additional time is needed for grade level teams to review video model lessons provided by CCSD and the 95 Percent Group to note pacing and use of instructional dialogue. Region 1 95 Percent Group Coach will provide booster sessions on 95 Phonics Core "Big Rocks" to ensure consistent implementation school wide. Grade level teams will visit a neighboring 95 Phonics "Gem" school to observe their implementation following video lesson review with 95 Percent Group Coach and coaching from 95 Percent Group Coach and RBG3 Strategist. 95 Phonics Coach will spend three days at Triggs at the end of October to model/co-teach with individual classroom teachers as well as build capacity with Strategist/Admin Team to support 95 Phonics Core instruction. 95 Percent Group Coach will then come back for schoolwide

walks in early December to provide feedback and support.

**Feb:** In progress

### **February Lessons Learned**

The Triggs Admin/Instructional Coaching Team continues to collaborate with the 95 Phonics Instructional Coach. After the Fall Walks with the instructional coach, we were advised to focus on three Big Rocks: instructional dialogue, using a clicker, and pacing. Instructional Walks with 95 Phonics Coach in December reflected that 80% of classroom teachers observed utilized the instructional dialogue during instruction (an increase of 35% from October). 67% of teachers used a clicker, and 67% of teachers used a timer to support pacing during instruction. With this data, the instructional coaching team has provided targeted support to teachers through co-teaching, modeling, and reflective planning. The instructional coach worked with staff in December to plan lessons and co-teach as well as walked classrooms with admin/strategists to observe and then think through feedback structures. Admin and RBG3 Strategist then conferenced with staff to review feedback.

### **February Next Steps/Need**

RBG3 Strategist is continuing to provide targeted coaching assistance to individual teachers who need more support in implementing the "Big Rocks" of Tier I Phonics instruction. RBG3 coach is both co-teaching and modeled Tier I Phonics instruction. Prior to co-teaching with classroom teachers, RBG3 strategist is previewing the lesson with the teacher and planning for instruction. Admin Team will continue to observe and provide feedback as needed. Schoolwide walks are needed in the Spring to analyze schoolwide trends/note growth across building.

**June:** Continue

### **June Lessons Learned**

The Triggs ES Administration/Instructional Coaching Team collaborated heavily with the 95 Phonics Instructional Coach this year regarding our 95 Phonics Tier I instruction. After the Fall Walks with the instructional coach, we were advised to focus on three Big Rocks: instructional dialogue, using a clicker, and pacing. Instructional Walks with 95 Phonics Coach in February reflected that 94% of classroom teachers observed utilized the instructional dialogue during instruction. 67% of teachers used a clicker, and 78% of teachers used a timer to support pacing during instruction. Choral response

was used consistently in 78% of classes. Throughout the year, the instructional coaching team provided targeted support to teachers through co-teaching, modeling, and reflective planning. The instructional coach worked with staff to plan lessons and co-teach as well as walked classrooms with admin/strategists to observe and then think through feedback structures.

**June Next Steps/Need**

Triggs ES will continue to implement 95 Phonics as our Tier I Phonics curriculum next year. The Instructional Coaching Team will continue to conduct classroom walkthroughs to monitor the school's implementation of the Phonics "Big Rocks." We will be shifting to a focus on Tier II reading intervention support using the 95 Phonics Lesson Library to support the school's Tier II/Acceleration Block for the upcoming school year. The 95 Phonics Coach will be working with our staff to refine how we utilize the Phonics Screener for Intervention (PSI) when planning for Tier II instruction. We will be engaging in professional development on the PSI and PLL during our upcoming staff development days. Grade level teams will then utilize their i-Ready Fall Reading Achievement Data and PSI data to group students for small group intervention and plan for instruction.

**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.

**Aligns with District Goal**

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

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Strengthen the PLC process to improve Tier I instruction and increase student growth percentiles in Reading.</p> <p><b>Position Responsible:</b> Admin Team, Grade Level Teams, Strategist Team</p> <p><b>Resources Needed:</b> Tier 1 Programs (HMH Into Reading and 95 Phonics Core) Tier 1 Monitoring Tool (FocalPoint) Funding for PLC Time (Prep Buyouts)</p> <p><b>Evidence Level</b> Level 2: Moderate: HMH, enVision</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> Grade level teams are seeing positive results from exposing students to Writeable (exposure to SBAC-aligned performance tasks) and consistent usage of HMH Into Reading graphic organizers across the school. Review of Instructional Leadership Team and weekly PLC agendas/minutes reflect that organizing, planning and preparation are going well. As a school, we are continuing to move in the right direction and are helping students to achieve adequate growth.</p> <p><b>October Next Steps/Need</b> Grade level teams will continue to focus on scaffolding and differentiation during weekly PLC time. Grade level teams will use Staff Development Day to focus on long range planning for the Second Quarter. Grade level teams will build in additional test prep supports in alignment with HMH Summative Module assessments in preparation for the SBAC assessment (Writeable performance tasks, strategies for test taking--RACES, graphic organizer use, and adjust long range plans to reflect opportunities to embed assessment questions). Apex Funding will be utilized to provide targeted after school tutoring for approaching standards students. Grades K-2 Teams will also preview Writeable to ensure vertical alignment of writing performance tasks.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b> Fall to Winter Math NWEA MAP proficiency and growth are improving. Instructional alignment across grade levels is strong with most classrooms being in the high growth/high achievement quadrant. Grade level teams are utilizing effective PLCs supported by common tools and protocols to strengthen</p>

Tier I alignment, scaffolding, differentiation, and backward assessment planning in Reading. Improved focus on teams ensuring instructional focus is aligned is driving student growth gains. 95 Phonics Core implementation is strengthening, with increased teacher confidence. Region Coach continues to provide support with on-site team maintaining momentum. Grade level teams have collaborated on sub pull out days to ensure teams are able to long range plan and review Tier I materials.

#### **February Next Steps/Need**

Continue purposeful, collaborative PLC planning to strengthen Tier I instruction. Expand PLC planning to include small group implementation for targeted, differentiated support. Deepen understanding and use of Writeable tools to effectively integrate these resources into the ELA block in Grades 3-5. Continue implementation of the site data analysis tool to regularly analyze student data and plan instructional responses. Eventually grade level teams with scale the routine to incorporate the analysis of student work samples (this will be differentiated based upon grade level readiness).

**June:** Continue

#### **June Lessons Learned**

Spring NWEA MAP Reading Data reflects grade level alignment. As a school, our median achievement increased from the 60th percentile in Fall 2025 to the 64th percentile in Spring 2026. 53% of students in Grades K-5 are reading at/above the 61st percentile. While we did not meet our goal of having 60% of students at/above the 61st percentile, we increased our overall percentage of students reading at/above the 61st percentile by 5% (48% to 53%) from Spring 2025 to Spring 2026. We are continuing to see strong gains in reading due to our PLC alignment across all grade level teams. Grade level teams meet weekly for PLC time to engage in Collaborative Lesson Planning with a reading focus to ensure they were forward planning for the upcoming week. Grade Level Teams engaged in grade level planning for each quarter (guest teacher coverage days) as well as to plan for the upcoming SY 26-27. Grade level teams appreciated the opportunity to engage in peer walks across their grade level.

#### **June Next Steps/Need**

Grade level teams will continue to focus on utilizing a Collaborative Lesson Design model when planning for Tier I reading instruction. Teams will continue to plan for scaffolding

and differentiation. Planning will be supported with schoolwide common PLC tools and grade level planning days. Grade level teams will strengthen their data analysis skills through ongoing practice and application. Teams will utilize data to develop and implement effective response plans to support student growth. Grade level leads will continue to meet with School Admin Team to ensure individualized planning and support for each grade level team. Additional team members will attend huddle sessions to provide insight and support leadership development. Grade level teams will continue to implement peer walks with a specific lens on Tier I reading instruction (including Tier I small group support).

## 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).

**Aligns with District Goal**

**Formative Measures:** FocalPoint Tier I Instructional Monitoring Tool

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Strengthen the PLC process to improve Tier I instruction and increase student growth percentiles in Reading.</p> <p><b>Position Responsible:</b> Admin Team, Grade Level Teams, Learning Strategist Team</p> <p><b>Resources Needed:</b> Tier 1 Programs (HMH Into Reading and 95 Phonics Core) Tier 1 Monitoring Tool (FocalPoint) Funding for PLC Time (Prep Buyouts)</p> <p><b>Evidence Level</b> Level 2: Moderate: HMH: Into Reading Level 3: Promising: enVision Mathematics Common Core 2020</p> <p><b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> Grade level teams are seeing positive results from exposing students to Writeable (exposure to SBAC-aligned performance tasks) and consistent usage of HMH Into Reading graphic organizers across the school. Review of Instructional Leadership Team and weekly PLC agendas/minutes reflect that organizing, planning and preparation are going well. As a school, we are continuing to move in the right direction and are helping students to achieve adequate growth.</p> <p><b>October Next Steps/Need</b> Grade level teams will continue to focus on scaffolding and differentiation during weekly PLC time. Grade level teams will use Staff Development Day to focus on long range planning for the Second Quarter. Grade level teams will build in additional test prep supports in alignment with HMH Summative Module assessments in preparation for the SBAC assessment (Writeable performance tasks, strategies for test taking--RACES, graphic organizer use, and adjust long range plans to reflect opportunities to embed assessment questions). Grades K-2 Teams will also preview Writeable to ensure vertical alignment of writing performance tasks. Grade Level Leads will continue to model for grade level team how to review HMH Into Reading Teacher Guide and My Teaching Pal to preview lessons for the upcoming week with a specific lens on scaffolding and differentiation. Grade level teams will continue to preview module summative assessment in alignment with District Pacing Guide.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b></p>

Fall to Winter Math NWEA MAP proficiency and growth are improving. Instructional alignment across grade levels is strong with most classrooms being in the high growth/high achievement quadrant. Grade level teams are utilizing effective PLCs supported by common tools and protocols to strengthen Tier I alignment, scaffolding, differentiation, and backward assessment planning in Reading. Improved focus on teams ensuring instructional focus is aligned is driving student growth gains. Walk to Read support has helped to reduce the percentage of non-proficient students across grades. 95 Phonics Core implementation is strengthening, with increased teacher confidence. Region Coach continues to provide support with on-site team maintaining momentum. Grade level teams have collaborated on sub pull out days to ensure teams are able to long range plan and review Tier I materials.

#### **February Next Steps/Need**

Continue purposeful, collaborative PLC planning to strengthen Tier I instruction. Expand PLC planning to include small group implementation for targeted, differentiated support. Deepen understanding and use of Writeable tools to effectively integrate these resources into the ELA block in Grades 3-5. Continue implementation of the site data analysis tool to regularly analyze student data and plan instructional responses. Eventually grade level teams with scale the routine to incorporate the analysis of student work samples (this will be differentiated based upon grade level readiness).

**June:** Continue

#### **June Lessons Learned**

Spring NWEA MAP Reading Data reflects grade level alignment. As a school, our median achievement increased from the 60th percentile in Fall 2025 to the 64th percentile in Spring 2026. 53% of students in Grades K-5 are reading at/above the 61st percentile. While we did not meet our goal of having 60% of students at/above the 61st percentile, we increased our overall percentage of students reading at/above the 61st percentile by 5% (48% to 53%) from Spring 2025 to Spring 2026. We are continuing to see strong gains in reading due to our PLC alignment across all grade level teams. Grade level teams met weekly for PLC time to engage in Collaborative Lesson Planning with a reading focus to ensure they were forward planning for the upcoming week. Grade Level Teams engaged in grade level planning for each quarter (guest teacher coverage days) as well as to plan for the upcoming SY 26-27. Grade level teams appreciated the

opportunity to engage in peer walks across their grade level.

**June Next Steps/Need**

Grade level teams will continue to focus on utilizing a Collaborative Lesson Design model when planning for Tier I reading instruction. Teams will continue to plan for scaffolding and differentiation. Planning will be supported with schoolwide common PLC tools and grade level planning days. Grade level teams will strengthen their data analysis skills through ongoing practice and application. Teams will utilize data to develop and implement effective response plans to support student growth. Grade level leads will continue to meet with School Admin Team to ensure individualized planning and support for each grade level team. Additional team members will attend huddle sessions to provide insight and support leadership development. Grade level teams will continue to implement peer walks with a specific lens on Tier I reading instruction (including Tier I small group support).

## 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).

**Aligns with District Goal**

**Formative Measures:** FocalPoint Tier I Instructional Monitoring Tool

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Strengthen the PLC process to improve Tier I instruction and increase student growth percentiles in Reading.</p> <p><b>Position Responsible:</b> Admin Team, Grade Level Teams, Learning Strategist Team</p> <p><b>Resources Needed:</b> Tier 1 Programs (HMH Into Reading and 95 Phonics Core) Tier 1 Monitoring Tool (FocalPoint) Funding for PLC Time (Prep Buyouts)</p> <p><b>Evidence Level</b> Level 2: Moderate: HMH, enVision</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> Grade level teams are seeing positive results from exposing students to Writeable (exposure to SBAC-aligned performance tasks) and consistent usage of HMH Into Reading graphic organizers across the school. Review of Instructional Leadership Team and weekly PLC agendas/minutes reflect that organizing, planning and preparation are going well. As a school, we are continuing to move in the right direction and are helping students to achieve adequate growth.</p> <p><b>October Next Steps/Need</b> Grade level teams will continue to focus on scaffolding and differentiation during weekly PLC time. Grade level teams will use Staff Development Day to focus on long range planning for the Second Quarter. Grade level teams will build in additional test prep supports in alignment with HMH Summative Module assessments in preparation for the SBAC assessment (Writeable performance tasks, strategies for test taking--RACES, graphic organizer use, and adjust long range plans to reflect opportunities to embed assessment questions). Grades K-2 Teams will also preview Writeable to ensure vertical alignment of writing performance tasks. Grade Level Leads will continue to model for grade level team how to review HMH Into Reading Teacher Guide and My Teaching Pal to preview lessons for the upcoming week with a specific lens on scaffolding and differentiation. Grade level teams will continue to preview module summative assessment in alignment with District Pacing Guide.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b></p>

Fall to Winter Math NWEA MAP proficiency and growth are improving. Instructional alignment across grade levels is strong with most classrooms being in the high growth/high achievement quadrant. Grade level teams are utilizing effective PLCs supported by common tools and protocols to strengthen Tier I alignment, scaffolding, differentiation, and backward assessment planning in Reading. Improved focus on teams ensuring instructional focus is aligned is driving student growth gains. Walk to Read support has helped to reduce the percentage of non-proficient students across grades. 95 Phonics Core implementation is strengthening, with increased teacher confidence. Region Coach continues to provide support with on-site team maintaining momentum. Grade level teams have collaborated on sub pull out days to ensure teams are able to long range plan and review Tier I materials.

#### **February Next Steps/Need**

Continue purposeful, collaborative PLC planning to strengthen Tier I instruction. Expand PLC planning to include small group implementation for targeted, differentiated support. Deepen understanding and use of Writeable tools to effectively integrate these resources into the ELA block in Grades 3-5. Continue implementation of the site data analysis tool to regularly analyze student data and plan instructional responses. Eventually grade level teams with scale the routine to incorporate the analysis of student work samples (this will be differentiated based upon grade level readiness).

**June:** Continue

#### **June Lessons Learned**

Spring NWEA MAP Reading Data reflects grade level alignment. As a school, our median achievement increased from the 60th percentile in Fall 2025 to the 64th percentile in Spring 2026. 53% of students in Grades K-5 are reading at/above the 61st percentile. While we did not meet our goal of having 60% of students at/above the 61st percentile, we increased our overall percentage of students reading at/above the 61st percentile by 5% (48% to 53%) from Spring 2025 to Spring 2026. We are continuing to see strong gains in reading due to our PLC alignment across all grade level teams. Grade level teams met weekly for PLC time to engage in Collaborative Lesson Planning with a reading focus to ensure they were forward planning for the upcoming week. Grade Level Teams engaged in grade level planning for each quarter (guest teacher coverage days) as well as to plan for the upcoming SY 26-27. Grade level teams appreciated the

opportunity to engage in peer walks across their grade level.

**June Next Steps/Need**

Grade level teams will continue to focus on utilizing a Collaborative Lesson Design model when planning for Tier I reading instruction. Teams will continue to plan for scaffolding and differentiation. Planning will be supported with schoolwide common PLC tools and grade level planning days. Grade level teams will strengthen their data analysis skills through ongoing practice and application. Teams will utilize data to develop and implement effective response plans to support student growth. Grade level leads will continue to meet with School Admin Team to ensure individualized planning and support for each grade level team. Additional team members will attend huddle sessions to provide insight and support leadership development. Grade level teams will continue to implement peer walks with a specific lens on Tier I reading instruction (including Tier I small group support).

## 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).

**Aligns with District Goal**

**Formative Measures:** FocalPoint Tier I Instructional Monitoring Tool

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Strengthen the PLC process to improve Tier I instruction and increase student growth percentiles in Reading.</p> <p><b>Position Responsible:</b> Admin Team, Grade Level Teams, Learning Strategist Team</p> <p><b>Resources Needed:</b> Tier 1 Programs (HMH Into Reading and 95 Phonics Core) Tier 1 Monitoring Tool (FocalPoint) Funding for PLC Time (Prep Buyouts)</p> <p><b>Evidence Level</b> Level 2: Moderate: HMH: Into Reading (2) Level 3: Promising: Professional Learning Communities (PLC) (2); enVision Mathematics Common Core 2020 (3)</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> Grade level teams are seeing positive results from exposing students to Writeable (exposure to SBAC-aligned performance tasks) and consistent usage of HMH Into Reading graphic organizers across the school. Review of Instructional Leadership Team and weekly PLC agendas/minutes reflect that organizing, planning and preparation are going well. As a school, we are continuing to move in the right direction and are helping students to achieve adequate growth.</p> <p><b>October Next Steps/Need</b> Grade level teams will continue to focus on scaffolding/differentiation during weekly PLC time. Grade level teams will use Staff Development Day to focus on long range planning for the Second Quarter. Grade level teams will build in additional test prep supports in alignment with HMH Summative Module assessments in preparation for the SBAC assessment (Writeable performance tasks, strategies for test taking--RACES, graphic organizer use, and adjust long range plans to reflect opportunities to embed assessment questions). Grades K-2 Teams will also preview Writeable to ensure vertical alignment of writing performance tasks. Grade Level Leads will continue to model for grade level team how to review HMH Into Reading Teacher Guide and My Teaching Pal to preview lessons for the upcoming week with a specific lens on scaffolding/differentiation as well as to plan for engagement. Grade level teams will continue to preview module summative assessment in alignment with District Pacing Guide.</p> <p><b>Feb:</b> In progress</p>

### **February Lessons Learned**

Fall to Winter Math NWEA MAP proficiency and growth are improving. Instructional alignment across grade levels is strong with most classrooms being in the high growth/high achievement quadrant. Grade level teams are utilizing effective PLCs supported by common tools and protocols to strengthen Tier I alignment, scaffolding, differentiation, and backward assessment planning in Reading. Improved focus on teams ensuring instructional focus is aligned is driving student growth gains. Walk to Read support has helped to reduce the percentage of non-proficient students across grades. 95 Phonics Core implementation is strengthening, with increased teacher confidence. Region Coach continues to provide support with on-site team maintaining momentum. Grade level teams have collaborated on sub pull out days to ensure teams are able to long range plan and review Tier I materials.

### **February Next Steps/Need**

Continue purposeful, collaborative PLC planning to strengthen Tier I instruction. Expand PLC planning to include small group implementation for targeted, differentiated support. Deepen understanding and use of Writeable tools to effectively integrate these resources into the ELA block in Grades 3-5. Continue implementation of the site data analysis tool to regularly analyze student data and plan instructional responses. Eventually grade level teams with scale the routine to incorporate the analysis of student work samples (this will be differentiated based upon grade level readiness).

**June:** Continue

### **June Lessons Learned**

Spring NWEA MAP Reading Data reflects grade level alignment. As a school, our median achievement increased from the 60th percentile in Fall 2025 to the 64th percentile in Spring 2026. 53% of students in Grades K-5 are reading at/above the 61st percentile. While we did not meet our goal of having 60% of students at/above the 61st percentile, we increased our overall percentage of students reading at/above the 61st percentile by 5% (48% to 53%) from Spring 2025 to Spring 2026. We are continuing to see strong gains in reading due to our PLC alignment across all grade level teams. Grade level teams met weekly for PLC time to engage in Collaborative Lesson Planning with a reading focus to ensure they were forward planning for the upcoming week. Grade Level Teams engaged in grade level planning for each quarter (guest teacher coverage days) as well as to plan for the

upcoming SY 26-27. Grade level teams appreciated the opportunity to engage in peer walks across their grade level.

**June Next Steps/Need**

Grade level teams will continue to focus on utilizing a Collaborative Lesson Design model when planning for Tier I reading instruction. Teams will continue to plan for scaffolding and differentiation. Planning will be supported with schoolwide common PLC tools and grade level planning days. Grade level teams will strengthen their data analysis skills through ongoing practice and application. Teams will utilize data to develop and implement effective response plans to support student growth. Grade level leads will continue to meet with School Admin Team to ensure individualized planning and support for each grade level team. Additional team members will attend huddle sessions to provide insight and support leadership development. Grade level teams will continue to implement peer walks with a specific lens on Tier I reading instruction (including Tier I small group support).

**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.

**Aligns with District Goal**

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

Improvement Strategy 1 Details	Reviews
<p><b>Improvement Strategy 1:</b> Staff will implement a schoolwide attendance monitoring system to support chronically absent students.</p> <p><b>Position Responsible:</b> Admin Team and School Counselor</p> <p><b>Resources Needed:</b> Money for attendance incentives Time for implementation of incentives and parent engagement sessions/follow up</p> <p><b>Evidence Level</b> Level 1: Strong: PBIS (1) Level 2: Moderate: Progress Monitoring (2)</p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> Our current chronic absenteeism rate is 10.3% The school counselor and assistant principal met with families during Open House to discuss ways to support strong attendance in school as well as the impact absenteeism has on a student's academic progress. Kindergarten continues to be our grade level with the highest rate of chronic absenteeism (16.8%). School counselor is continuing to monitor attendance and provides a monthly perfect attendance certificate to students with perfect attendance for the month. MTSS Team meets on a monthly basis to review chronic absenteeism rates. School counselor and AP worked to call families of students with specific chronic absenteeism to determine what additional support could be provided.</p> <p><b>October Next Steps/Need</b> MTSS Team/School Counselor/Admin/School Clerk will continue to monitor school attendance rates as well as chronic absenteeism rates.</p> <p><b>Feb:</b> In progress</p> <p><b>February Lessons Learned</b> Our current chronic absenteeism rate is 14.1% This is a decrease of 4% from the same time in SY 24-25. School counselor and Admin have met with families of students struggling with chronic absenteeism to discuss barriers in attending school. Kindergarten continues to be our grade level with the highest rate of chronic absenteeism (22.1%). School counselor is continuing to monitor attendance and provides a monthly perfect attendance certificate to students with perfect attendance for the month. MTSS Team meets on a monthly basis to review chronic absenteeism rates. School counselor</p>

and AP worked to call families of students with specific chronic absenteeism to determine what additional support could be provided.

#### **February Next Steps/Need**

MTSS Team/School Counselor/Admin/School Clerk will continue to monitor school attendance rates as well as chronic absenteeism rates.

#### **June:**

#### **June Lessons Learned**

Our end of year chronic absenteeism rate increased to 18.6%. This is an increase of 1.4% from the end of SY 24-25. School counselor & Admin have met with families of students struggling with chronic absenteeism to discuss barriers in attending school. Kindergarten continues to be our grade level with the highest rate of chronic absenteeism (27.2%). The counselor is continuing to monitor attendance and provides a monthly perfect attendance certificate to students with perfect attendance for the month. The Education Services Division helped our school to conduct home visits. MTSS Team meets on a monthly basis to review chronic absenteeism rates. School counselor and AP worked to call families of students with specific chronic absenteeism to determine what additional support could be provided. During our end of school year awards, we celebrated students with outstanding attendance (5 or less absences) as well as students with perfect attendance. We had 30 students with perfect attendance.

#### **June Next Steps/Need**

MTSS Team/School Counselor/Admin/School Clerk will continue to monitor school attendance rates as well as chronic absenteeism rates. As a school team, we would like to increase our celebrations for students who demonstrate perfect attendance each month (outside of awards certificates). We will be working as an MTSS to implement a new attendance incentive program in the fall. We will continue to message the importance of coming to school every day with a specific focus on the primary grades, as our highest rates of chronic absenteeism are in Grades K-2: Kindergarten (27.2%), First Grade (20.9%), and Second Grade 20.9%).