Clark County School District

Triggs, Vincent L. ES

2026-2027 Status Checks with Notes

Accreditation Status
Accredited

District Approval Date: October 20, 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/triggs,_vincent_l_es/2026/nspf

Table of Contents

Inquiry Areas 4
Inquiry Area 1: Student Success 4
Inquiry Area 2: Adult Learning Culture 9
Inquiry Area 3: Connectedness 15

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase the percent of students scoring above the 80th percentile in Math from 19% in Fall 2026 to 50% in Spring 2026 as measured by i-Ready Inform Math Assessment. (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Aligns with District Goal

Formative Measures: i-Ready Inform Math Assessment and enVision Mathematics Topic Summative Assessments

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Implement Tier 1 instructional materials and utilize the Teacher Clarity resources in Math to guide planning and implementing effective instruction. **Position Responsible:** Administration, Instructional Leads, Strategist Team **Resources Needed:** Tier 1 Programs Tier 1 Monitoring Tool (FocalPoint) Money for Guest Teachers **Evidence Level** Level 2: Moderate: HMH, enVision **Problem Statements/Critical Root Cause:** Student Success 1 - Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** Grade Level Teams have implemented a PLC 2 model where teams meet for a second PLC session twice a month to focus on Tier I math instruction. Grade level teams are reviewing their long range math plans, previewing the upcoming enVision Math Topics, and planning additional supports to address potential misconceptions of mathematical understanding. All Grade Level teams met to forward lesson plan for Quarter 2 using CCSD pacing guides and enVision Math instructional materials. **October Next Steps/Need** Grade Level Teams will enhance their data analysis/Respond component of the PLC/Teaching and Learning Cycle to implement an "Analyze and Respond" protocol. Grade level teams will discuss what differentiation strategies (remediation and enrichment) are needed to support each student learning group (emerging/approaching/enrichment). In addition, grade level teams will implement an Analysis of Student Work (ASW) to plan for math instruction where teams analyze a math student performance task. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percent of students scoring above the 70th percentile in Reading from 29% in Fall 2026 to 60% in Spring 2027 as measured by the i-Ready Inform Reading Assessment. (Academic Excellence: Strong Readers, Writers, and Communicators)

Aligns with District Goal

Formative Measures: i-Ready Inform Reading Assessment, HMH Into Reading Module Summative Assessment, and 95 Core Phonics End of Unit Assessments

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Strengthen the PLC process to improve Tier I instruction and increase student growth percentiles in Reading. **Position Responsible:** Admin Team, Grade Level Teams, Learning Strategist Team **Resources Needed:** Tier 1 Programs (HMH Into Reading and 95 Phonics Core) Tier 1 Monitoring Tool (FocalPoint) Funding for PLC Time (Prep Buyouts) **Evidence Level** Level 2: Moderate: HMH, enVision **Problem Statements/Critical Root Cause:** Student Success 1 - Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** Grade Level Teams are continuing to focus on scaffolding and differentiation during weekly PLC time. Teams are reviewing their long range/weekly lesson plans each week to preview instructional materials and discuss what adjustments need to be made based upon student performance. All grade level teams met to long range plan and prepare for Quarter 2 using Tier I materials. Grade level teams have strengthened their data analysis component of PLC time through a review of student summative assessment data during the Analyze and Respond section of the PLC Teaching and Learning Cycle. Grade level teams are discussing how to differentiate their instruction to meet the needs of varied learning groups (emergent/ approaching/meeting and exceeding). 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. **October Next Steps/Need** Grade Level Teams will engage in grade level peer walks to enhance their instructional practice skills. Each team will identify a common look for/strand to focus on during the classroom walks (i.e. student engagement, checking for understanding, student discourse, etc.). Grade Level Teams will extend their Analyze and Respond component of the PLC process to include an Analysis of Student Work (ASW) where they will review student performance tasks to identify student exemplars for each grade level standard and ensure the grade level has a common understanding of what student mastery looks like.

	Feb: No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Improvement Strategy 2 Details	Reviews
Improvement Strategy 2: Improve educator practice of implementing the Tier II 95 Phonics Lesson Library (PLL) 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:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** Admin/RBG3 Strategist/Region 1 95 Percent Group Implementation Manager conducted classroom walkthroughs to visit every classroom in Grades 1-5 to ensure 95 Phonics Tier I curriculum is being consistently implemented with a focus on the "Big Rocks" of Phonics instruction. All classrooms demonstrated clear Tier I implementation. 95 Percent Group Implementation Manager met with grade level teams on Staff Development Day to provide professional development on 95 Phonics Lesson Library (PLL) to support the school's Tier II Acceleration/Walk to Read Model. Grade level teams and manager reviewed their PASI/PSI data to determine group formation and review the components of a PLL lesson. RBG3 Strategist also reviewed PLL during her PL session on RTI as well. **October Next Steps/Need** Admin/RBG3 Strategist/Region 1 95 Percent Group Implementation Manager will conduct classroom walkthroughs to review 95 PLL Tier II intervention and determine additional areas of need/supports for strong implementation. Implementation Manager will then provide a second professional development session on the November Staff Development Day to discuss PLL implementation and review student grouping revisions. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the percent of classroom observations that show evidence of differentiated instruction from 40% in May 2026 to 65% in May 2027 as measured by the Tier 1 Monitoring Tool (Focal Point). (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: FocalPoint Tier I Instructional Monitoring Tool

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Strengthen the PLC process to improve Tier I instruction and increase student growth percentiles in Reading. **Position Responsible:** Admin Team, Grade Level Teams, Learning Strategist Team **Resources Needed:** Tier 1 Programs (HMH Into Reading and 95 Phonics Core) Tier 1 Monitoring Tool (FocalPoint) Funding for PLC Time (Prep Buyouts) **Evidence Level** Level 2: Moderate: HMH: Into Reading Level 3: Promising: enVision Mathematics Common Core 2020 **Problem Statements/Critical Root Cause:** Student Success 1 - Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** Grade Level Teams are continuing to focus on scaffolding and differentiation during weekly PLC time. Teams are reviewing their long range/weekly lesson plans each week to preview instructional materials and discuss what adjustments need to be made based upon student performance. All grade level teams met to long range plan and prepare for Quarter 2 using Tier I materials. Grade level teams have strengthened their data analysis component of PLC time through a review of student summative assessment data during the Analyze and Respond section of the PLC Teaching and Learning Cycle. Grade level teams are discussing how to differentiate their instruction to meet the needs of varied learning groups (emergent/ approaching/meeting and exceeding). 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. **October Next Steps/Need** Grade Level Teams will engage in grade level peer walks to enhance their instructional practice skills. Each team will identify a common look for/strand to focus on during the classroom walks (i.e. student engagement, checking for understanding, student discourse, etc.). Grade Level Teams will extend their Analyze and Respond component of the PLC process to include an Analysis of Student Work (ASW) where they will review student performance tasks to identify student exemplars for each grade level standard and ensure the grade level has a common understanding of what student mastery looks like.

	Feb: No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: Increase the percent of classroom observations that show evidence of scaffolded support from 50% in May 2026 to 75% in May 2027 as measured by the Tier 1 Monitoring Tool (Focal Point). (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: FocalPoint Tier I Instructional Monitoring Tool

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Strengthen the PLC process to improve Tier I instruction and increase student growth percentiles in Reading. **Position Responsible:** Admin Team, Grade Level Teams, Learning Strategist Team **Resources Needed:** Tier 1 Programs (HMH Into Reading and 95 Phonics Core) Tier 1 Monitoring Tool (FocalPoint) Funding for PLC Time (Prep Buyouts) **Evidence Level** Level 2: Moderate: HMH, enVision **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** Grade Level Teams are continuing to focus on scaffolding and differentiation during weekly PLC time. Teams are reviewing their long range/weekly lesson plans each week to preview instructional materials and discuss what adjustments need to be made based upon student performance. All grade level teams met to long range plan and prepare for Quarter 2 using Tier I materials. Grade level teams have strengthened their data analysis component of PLC time through a review of student summative assessment data during the Analyze and Respond section of the PLC Teaching and Learning Cycle. Grade level teams are discussing how to differentiate their instruction to meet the needs of varied learning groups (emergent/ approaching/meeting and exceeding). 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. **October Next Steps/Need** Grade Level Teams will engage in grade level peer walks to enhance their instructional practice skills. Each team will identify a common look for/strand to focus on during the classroom walks (i.e. student engagement, checking for understanding, student discourse, etc.). Grade Level Teams will extend their Analyze and Respond component of the PLC process to include an Analysis of Student Work (ASW) where they will review student performance tasks to identify student exemplars for each grade level standard and ensure the grade level has a common understanding of what student mastery looks like.

	Feb: No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 2: Adult Learning Culture

SMART Goal 3: Increase the percent of classroom observations that show evidence of student engagement from 80% in May 2026 to 90% in May 2027 as measured by the Tier 1 Monitoring Tool (Focal Point). (Academic Excellence: Inclusive Classrooms that Support Every Learner)

Aligns with District Goal

Formative Measures: FocalPoint Tier I Instructional Monitoring Tool

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Strengthen the PLC process to improve Tier I instruction and increase student growth percentiles in Reading. **Position Responsible:** Admin Team, Grade Level Teams, Learning Strategist Team **Resources Needed:** Tier 1 Programs (HMH Into Reading and 95 Phonics Core) Tier 1 Monitoring Tool (FocalPoint) Funding for PLC Time (Prep Buyouts) **Evidence Level** Level 2: Moderate: HMH: Into Reading (2) Level 3: Promising: Professional Learning Communities (PLC) (2); enVision Mathematics Common Core 2020 (3) **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** Grade Level Teams are continuing to focus on scaffolding and differentiation during weekly PLC time. Teams are reviewing their long range/weekly lesson plans each week to preview instructional materials and discuss what adjustments need to be made based upon student performance. All grade level teams met to long range plan and prepare for Quarter 2 using Tier I materials. Grade level teams have strengthened their data analysis component of PLC time through a review of student summative assessment data during the Analyze and Respond section of the PLC Teaching and Learning Cycle. Grade level teams are discussing how to differentiate their instruction to meet the needs of varied learning groups (emergent/ approaching/meeting and exceeding). 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. **October Next Steps/Need** Grade Level Teams will engage in grade level peer walks to enhance their instructional practice skills. Each team will identify a common look for/strand to focus on during the classroom walks (i.e. student engagement, checking for understanding, student discourse, etc.). Grade Level Teams will extend their Analyze and Respond component of the PLC process to include an Analysis of Student Work (ASW) where they will review student performance tasks to identify student exemplars for each grade level standard and ensure the grade level has a common understanding of what student mastery looks like.

	Feb: No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**

Inquiry Area 3: Connectedness

SMART Goal 1: Triggs Elementary School will decrease its chronic absenteeism rate from 18.6% (May 2026) to 15% (May 2027) as measured by FocusED. (Safe and Supportive Schools: Students Who Are Known, Valued, and Connected)

Aligns with District Goal

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

Improvement Strategy 1 Details	Reviews
Improvement Strategy 1: Staff will implement a schoolwide attendance monitoring system to support chronically absent students. **Position Responsible:** Admin Team and School Counselor **Resources Needed:** Money for attendance incentives Time for implementation of incentives and parent engagement sessions/follow up **Evidence Level** Level 1: Strong: PBIS (1) Level 2: Moderate: Progress Monitoring (2) **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** Our current chronic absenteeism rate is 13.0% The school counselor led a professional learning session for staff during our Back to School Kickoff to review the school's attendance plan and discuss ways to support strong attendance in school as well as the impact absenteeism has on a student's academic progress. Fifth Grade has the highest percentage of chronically absent students (15.9%). Kindergarten is our second highest grade level with the highest rate of chronic absenteeism (14.7%). This is a decrease of 2.1% from last fall (16.8%). School counselor is continuing to monitor attendance and provides a monthly perfect attendance certificate to students with perfect attendance for the month. Students also earn 10 Tortie Tickets for perfect attendance each month. MTSS Team meets on a monthly basis to review chronic absenteeism rates. School counselor continues to call families of students with specific chronic absenteeism to determine what additional support could be provided. **October Next Steps/Need** MTSS Team/School Counselor/Admin/School Clerk will continue to monitor school attendance rates as well as chronic absenteeism rates. **Feb:** No review **February Lessons Learned** **February Next Steps/Need** **June:** **June Lessons Learned** **June Next Steps/Need**