Clark County School District

Don and Dee Snyder Elementary School

School Performance Plan: A Roadmap to Success

Don and Dee Snyder Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Stephanie Dalton
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Phone: 702.799.1360
School Designations: ☐ Title I ☐ MRI ☐ CSI ☐ TSI ☐ ATSI

Our SPP was last updated on 2/27/2024.

School Demographics and Performance Information

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 http://nevadareportcard.nv.gov/DI/nv/clark/don_and_dee_snyder_elementary_school/2023/nspf.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Stephanie Dalton	**Principal(s)**
Cheryl Lopez	**Other School Leader(s)/Administrator(s)** *(required)*
Marc Erbisch-Wescott Micha Saren Chrissy Rodriguez Trisa Doughty Mary Ann Kramer Karen Kettl Ray Gonzalez Micha Saren Cindi Knowles Jamiey Rizor Jennie Higgins	**Teacher(s)** *(required)*
Debra Kozell	**Paraprofessional(s)** *(required)*
Becky Gergel	**Parent(s)** *(required)*

	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
SOT Meeting	6/7/2023	Updated SOT on staffing (need a fifth grade teacher), and reviewed MAP Growth Assessment data.
Leadership Team Meeting	8/11/2023	Review SPP data and goals for the 2023-2024, staffing, and updated student enrollment numbers.
SOT Meeting	10/4/2023	Introduce SOT members, vote on SOT positions.
Leadership Team Meeting	10/5/2023	The Star Rating report was reviewed by the Leadership Team. Discussed data and reiterated school goals.
SOT Meeting	1/10/2024	Presented 2023-2024 School Projections for students in GenEd and Self-Contained. Discussed the upcoming basketball league.

School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	**Social and Emotional Learning**	**Access to Rigorous Texts and Tasks**
Data Reviewed	MAP Growth Assessment data SBAC data WIDA data Exact Path NSPF	Panorama Student Survey Behavior Strategist Referrals Hawk's Nest data	Tier I Instructional Rounds Administration Observations
	Areas of Strength: With the implementation of a common math curriculum and summative assessments, students scoring proficient on the state summative assessment increased from 31.8% (2020-2021) proficient to 39.9% (2021-2022) proficient.		
	Areas for Growth: Using formative data to provide students with differentiation and scaffolds during Tier 1 instruction.		
Problem Statement	*Overall math proficiency is low. Students who are not proficient in math will continue to fall behind because math knowledge builds upon previous understanding. According to fall MAP data, 47% percent of the student population scored at or below the 41st percentile in math. Students scoring at or below the 41st percentile are considered at-risk.*		
Critical Root Causes	*Data results need to be analyzed and utilized to provide necessary scaffolds and differentiation during Tier I instruction that allows students access to grade level materials.*		

Part B

Student Success	
School Goal: Increase the percent of all students proficient in Math from 37.7% in 2022-2023 to 50% by 2023-2024, as measured by the state	**Aligned to Nevada's STIP Goal:** *Goal 3: All students experience continued academic growth.*

summative assessment. Decrease the percent of students scoring below the 41st percentile on the math MAP Growth Assessment from 47% (fall) to 37% (spring), to 27% by the end of the 2023-2024 school year. *Based on the Winter MAP Growth Assessment data, 40% of students tested are at or below the 41st percentile. *Based on the Winter MAP Growth Assessment data, 41% of students are projected to meet math CRT proficiency. *Based on the Fall MAP Growth Assessment data, 47% of students tested are at or below the 41st percentile in math. *Based on the Fall MAP Growth Assessment data, 39.4% of students are projected to meet math CRT proficiency.	

Improvement Strategy: *During Professional Learning Communities (PLC), staff will utilize the PLC + model to analyze math data, formative and/or summative, to purposefully plan for scaffolds and differentiation during math instruction.*

Evidence Level*: PLC - Level 2, enVision Mathematics - Level 3, Exact Path - Level 3*

Intended Outcomes: *Teachers will purposefully plan for rigorous Tier I instruction that includes scaffolds and differentiated instruction to decrease the number of students performing at or below the 41st percentile on the Math MAP Growth Assessment.*

Action Steps:
- *Provide professional learning for PLC + procedures for 2023-2024 school year.*
- *Administration will review MAP Growth Assessment results at grade level PLCS when benchmark assessment results are available three times during the school year (e.g., fall, winter, spring).*
- *Teachers will review formative and/or summative data to purposefully plan for scaffolds and differentiation during weekly PLC meetings.*
- *Administration and teachers will conduct Tier I Instructional Walks twice during the school year (ELA and math).*
- *Administration will schedule and plan for the Math Curriculum and Instruction Department (CID) to present enVision Mathematics and Tier I information during staff meetings throughout the school year.*
- *Teachers will use the Student Achievement Partners math document to ensure planning focus is on Major Cluster standards.*

Resources Needed:
- PLC + manual (provided by CCSD)
- Snyder ES PLC Planning Document and data sheet

- Fall, winter and spring MAP Growth Assessment results (provided by AARSI and NWEA).
- Teachers' common formative and/or summative data results (provided by teachers).
- Plan for Instructional Walks and Tier I rubric. Strategists and SOSA to cover classes during Instructional Walks (school provided).
- Math CID representative to assist with meetings (CCSD provided).
- Student Achievement Partners math document (provided by CID).

Challenges to Tackle:
- *Difficult to provide substitute teachers for planning days or instructional walks. Utilize strategists and/or school SOSA to cover classes when needed.*
- *Low budget for $50 an hour money. Utilize RPDP/CID to assist with professional learning opportunities.*
- *Student absenteeism. Form an Attendance Task Force to assist with improving student attendance and a Tiered attendance plan.*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Provide instruction including strategies for language acquisition and realia. Employ educational personnel who provide services for at-risk students.

Foster/Homeless: Implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Free and Reduced Lunch: Implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Migrant: N/A

Racial/Ethnic Minorities: Track formative and summative assessment data to determine any possible disparities.

Students with IEPs: Track individual student goals to determine if instruction and interventions are meeting those goals.

Weighted funds employ educational personnel who provide services for at-risk and EL students.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	Tier I Instructional Walks Administration Observations Pre/Post conference conversations	Tier I Instructional Walks Administration Observations Pre/Post conference conversations	Lesson Plans Administration Observations
	Areas of Strength: Teacher buy-in and interest in participating in Instructional Walks.		
	Areas for Growth: Planning opportunities for all grade level teachers to participate in Instructional Walks and using the data to improve instructional practices.		
Problem Statement	*Not all teachers had the opportunity to participate in Instructional Walks (ELA and/or math) and engage in pre/post walk conversations. It is important for teachers to engage in Instructional Walks to enhance teachers' pedagogical skills and foster a culture of collaboration. During the 2022-2023 school year, 84% of licensed teachers engaged in Instructional Walks and pre/post walk conversations.*		
Critical Root Causes	Administration was not able to purposefully plan for Instructional Walks for all licensed teachers to participate in two Tier I Instructional rounds.		

Part B

Adult Learning Culture	
School Goal: Increase the percent of teachers who participate in Instructional Walks, during the 2023-2024 school year, from 84% to 100% as measured by the Instructional Walk participant calendar and log. In 100% of synthesis sessions after instructional walks, all participants will define their own improvement strategy and will collaborate on overall school strategies	**STIP Connection:** *Goal 2: All students have access to effective educators.*

and actions based on the instructional round data.

Improvement Strategy: Purposefully plan for all licensed staff members to attend a math and ELA Instructional Walk.

Evidence Level: PLC - 3

Intended Outcomes: *Teachers will enhance pedagogical practices and collaborate with grade-level team members.*

Action Steps:
- *Create a common prep schedule for all grade levels.*
- *Administration will plan for licensed teachers to attend a math and ELA Instructional Walk.*
- *Review and familiarize with the Tier I reflection tool.*
- *Teachers will engage in a pre conference conversation.*
- *Teachers will use the Tier I reflection tool.*
- *Teachers will engage in a post observation conference.*
- *Continue planning for Tier I instruction.*

Resources Needed:
- *Master calendar (provided by the school).*
- Plan for Instructional Walks and Tier I reflection tool. Strategists and SOSA to cover classes during Instructional Walks (school provided).

Challenges to Tackle:
- *Difficult to provide substitute teachers for planning days or instructional walks. Utilize strategists and/or school SOSA to cover classes when needed.*
- *Difficult to schedule Instructional Walks due to time limitations. Review/restructure calendar to allow an opportunity for staff to attend walks.*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Provide instruction including strategies for language acquisition and realia. Employ educational personnel who provide services for at-risk students.

Foster/Homeless: Implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Free and Reduced Lunch: Implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Migrant: N/A

Racial/Ethnic Minorities: Track formative assessment data to determine any possible disparities.

Students with IEPs: Track individual student goals to determine if instruction and interventions are meeting those goals.

Weighted funds employ educational personnel who provide services for at-risk and EL students.

Inquiry Area 3 - Connectedness
Part A

	Connectedness		
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	Panorama Student Survey Districtwide Survey Results NSPF	Districtwide Survey Results Teacher input and feedback	Districtwide Survey Results Parent Leadership Team Title I Survey Results
	Areas of Strength: The school creates a welcoming school environment where parents are encouraged to attend school functions and volunteer to better support their child's educational goal.		
	Areas for Growth: Educating families on the importance of positive school attendance. Create systems and structures and incentives to promote the importance of positive attendance for students.		
Problem Statement	A significant percentage of the student population is chronically absent. Chronic absenteeism is linked to reduced student achievement and social disengagement. The Nevada School Rating Report for Don and Dee Snyder Elementary School indicates that 28.4% of students were reported as chronically absent during the 2022-2023 school year.		
Critical Root Causes	Lack of identifying barriers and creating systems and structures to promote positive student attendance.		

Connectedness

School Goal: Reduce the percent of chronically absent students from 28.4% in 2022-2023 to 20% by 2023-2024, as measured by FocusED and the Nevada School Performance Framework.	**STIP Connection:** *Goal 6: All students and adults learn and work together in a safe learning environment where identities and relationships are valued and celebrated.*

Improvement Strategy: Attendance Task Force (ATF) will assist with reducing the percentage of chronically absent students by educating the school community on the effects of chronic absenteeism.

Evidence Level: Coaching - 2, Wraparound Services - 4

Intended Outcomes: The ATF will help families understand the importance of positive attendance and alert families of chronic absences.

Action Steps:
- *Schedule bi-weekly meetings for ATF.*
- *Monitor chronic absenteeism percentages, bi-weekly*
- *Communicate with families bi-weekly regarding chronic absenteeism.*
- *Chronic Absenteeism meetings with families*
- *Implement Tier I materials and tasks aligned to standards*
- *Call families of chronically absent and trending students*
- *Schedule meeting with administration for chronically absent students*

Resources Needed:
- *Attendance policy (provided by the school).*
- *Ongoing bi-weekly Google Calendar events (created by administration).*
- *Chronic Absenteeism visualization (provided by AARSI).*
- *Parentlink messages to families (provided by administration).*

Challenges to Tackle:
- *Meeting consistently bi-weekly without interruptions. Utilize strategists and Campus Security Monitor for student concerns.*

Improvement Strategy: Continue with a tiered positive attendance incentive program for staff and students.

Evidence Level: Data Analysis - 2, Coaching - 2

Intended Outcomes: *Staff and students will understand the importance of positive attendance and receive incentives for maintaining good attendance. Students will have reduced achievement gaps and social concerns.*

Action Steps:
- *Continue with tiered attendance incentive system*
    - *Grade Level: Weekly positive attendance recognition, class with highest positive attendance will receive stuffed Hawk*
    - *Class Level: Daily positive attendance monitoring using the Snyder Attendance coloring sheet*
    - *Student Level: Students who have 0-3 absences in a quarter will receive a free ticket to NBA Ignite Game*
- *Communicate tiered system to staff and students.*
- *Engage staff and students with completing daily/weekly monitoring of attendance system*
- *Enhance families' positive connectedness to school.*

Resources Needed:
- *Tiered Attendance Incentive system (provided by administration)*
- *Schedule incentive rewards (scheduled by administration)*
- *Stuffed Hawks (purchased by school), Snyder Hawks coloring sheets (provided by school), calendar students lunch with administration (calendared by office manager)*
- *Master calendar of family events (e.g., Parent Pop-in, Donuts for Grownups, etc.) (calendared by leadership team).*

Challenges to Tackle:
- *Creating buy-in from all stakeholders. Continue to communicate the importance of daily positive attendance.*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Implement a tiered attendance incentive program to engage students in the importance of positive attendance and self-monitoring skills. Students will attend the Literacy Lab to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development.

Foster/Homeless: Implement a tiered attendance incentive program to engage students in the importance of positive attendance and self-monitoring skills. Implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Free and Reduced Lunch: Implement a tiered attendance incentive program to engage students in the importance of positive attendance and self-monitoring skills.

Migrant: N/A

Racial/Ethnic Minorities: Implement a tiered attendance incentive program to engage students in the importance of positive attendance and self-monitoring skills. Track formative assessment data to determine any possible disparities.

Students with IEPs: Implement a tiered attendance incentive program to engage students in the importance of positive attendance and self-monitoring skills. Track individual student goals to determine if instruction and interventions are meeting those goals.

Weighted funds employ educational personnel who provide services for at-risk and EL students.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Strategic Budget	$5,363,887.83	Personnel, Supplies, Professional Development, Behavior Strategist, Student Success Advocate (Social-emotional learning interventions and/or personnel to implement social-emotional learning interventions) ELL supports (Lexia English Grades 1-2), and Attendance	1, 2, 3