

School Name: Don and Dee Snyder Elementary School

Inquiry Area 1 - 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 summative assessment.

Improvement Strategies	Intended Outcomes/Formative Measures	Status <i>Are we implementing the improvement strategy as planned?</i>	Now (Lessons Learned) <i>What does our progress monitoring data reveal about progress toward our goal? What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in performance are we noticing?</i>	Next (Next Steps) <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>	Need <i>What do we need to be successful in taking action?</i>
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.	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.	Strong	The progress monitoring data reveals that implementing the PLC+ model during PLCs has reduced the number of students performing at or below the 41st percentile. According to MAP Growth Assessment data, in the fall 47% of students were performing at or below the 41st percentile. Winter showed a 7% decrease to 40% of students performing at or below the 41st percentile. We are learning that the consistent review and analysis of student data, along with purposeful planning, has assisted with reducing the at-risk percentile of students. Challenges that we face are closing large achievement gaps for students who are at-risk. Small group instruction is very important to provided the differentiated supports to close gaps. Additionally, the implementation of HMM and the need to also utilize PLC time to purposefully plan for lessons.	Specific actions that we need to take to address challenges is to resume PLC+ for mathematics during PLC time. Also, staff will continue to use data to plan for differentiated small group instruction. Administration will continue to attend PLC times and observe small group instruction.	Grade levels and administration to meet regarding planning for math instruction and continue with PLC+ documentation. Utilize data to create small groups for math instruction. Administration to purposefully plan on attending PLC meetings.

Inquiry Area 2 - Adult Learning Culture

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 and actions based on the instructional round data.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Purposefully plan for all licensed staff members to attend a math and ELA Instructional Walk.	Teachers will enhance pedagogical practices and collaborate with grade-level team members.	Strong	Our progress monitoring data indicates that teachers have used classroom observation opportunities to reflect on their teaching practices. Also, the collaboration during PLC times has provided teachers an opportunity to plan together and prepare for lessons. Additionally, teachers use this time to analyze data and plan for small group or reteaching opportunities. Challenges are learning the new curriculum, resources available, and pacing the must-dos.	Continue with instructional rounds scheduled for 2024. Teachers will continue to reflect on their own teaching practices.	None at this time.

Inquiry Area 3 - Connectedness

Reduce the percent of chronically absent students from 34% in 2022-2023 to 22% by 2023-2024, as measured by FocusED and the Nevada School Performance Framework.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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.	The ATF will help families understand the importance of positive attendance and alert families of chronic absences.	At Risk	The ATF has had difficulty meeting consistently to discuss chronic absenteeism. Data suggests that we need to continue to meet regularly to discuss school absenteeism and adjust plan as needed. Our Office Specialist consistently tracks student absences and sends home the proper documentation to families.	ATF to meet bi-weekly to determine next steps to reduce the number of chronically absent students. Assistant principals to meet with families to inform them of the importance of positive attendance and create attendance contracts.	Possible additional resources or training to inform families on the importance of attendance, etc.
Continue with a tiered positive attendance incentive program for staff and students.	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.	At Risk	Data suggests we may need to review our tiered attendance policy and make revisions. Also, inform staff of different attendance incentives and provide staff data on school attendance.	Possibly revise the tiered attendance incentives, attendance matters morning announcements provided by STUCO, teacher continue to reinforce positive attendance to families and students.	Positive attendance incentives with little or no cost. Provide staff with attendance data.