

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</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	All teachers have a common preparation period to plan during weekly PLCs. Teachers have selected a consistent date to meet on a weekly basis. We have created a schoolwide PLC document for teachers to use for planning, teaching, and assessment analysis. Using formative and summative data, teachers selected eight standards to focus on throughout the school year. Some teachers have chosen to provide students a pre-assessment and post assessment opportunity for students. Administration attends PLCs to ensure conversations are data driven, etc. Challenges are when administration is pulled for school business.	Specific actions that need to be taken is to ensure administration attends PLCs. Administration will utilize members on the behavior team to provide support if needed. Purposeful planning to ensure admin can attend. This will be addressed immediately by administration.	At this time, there no additional needs.
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	We have planned for each grade level, specialists, and the special education department to participate instructional walks. This schedule has been provided to all staff and included on the Master Schedule. Teachers will attend a briefing meeting prior to walks. Teachers will use the Tier I Instructional Walk Observation tool and debrief after the rounds are complete.	Specific actions are to ensure that the Instructional Walk schedule is followed and one administrator is in attendance.	At this time, there are no additional needs.
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 Attendance Task Force (ATF) was created during the 2022-2023 school year to assist with promoting positive student attendance. Based on previous year's data, we have added additional incentives to encourage students to attend school. Additionally, our school OS II sends letters to families when they are labeled chronically absent. This includes students who have excused absences. Challenges include meeting consistently on a bi-weekly basis with all members of the ATF.	Administration and OS II will ensure that ATF members are able to meet when calendared.	Uninterrupted ATF meetings with all members.
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.	Strong	We have modified the positive attendance incentives for the 2023-2024 school year. Additionally, we have included sending families attendance letters for students who are trending chronic absenteeism. Staff is following the attendance procedures that were revised during the 2022-2023 with fidelity.	Administration, Parent Leadership Committee, and Student Success Advocate will continue to partner with the community to provide incentive options for students. Continue to educate families regarding the importance of positive attendance by using the District's Every Day Matters Campaign.	Promote positive attendance incentives schoolwide and to families to promote school attendance. Use Every Day Matters materials and send to families in weekly parentlink message.