

School Name: Don and Dee Snyder Elementary School						
<b>Inquiry Area 1 - Student Success</b>		<b>Did we achieve our Student Success goal?</b> <i>What does our data reveal about our progress toward our goal?</i>	<b>Continue, Correct, or Cancel the Goal?</b> <i>Should we continue, correct, or cancel this goal in our next SFP? Why?</i>			
Increase the percent of all students proficient in Math from 39.9% in 2021-2022 to 58% by 2022-2023, as measured by the state summative assessment.			Continue (and update)			
<b>Improvement Strategies</b>	<b>Intended Outcomes/Formative Measures</b>	<b>Were our improvement strategies successful?</b> <i>How successful were we at implementing our improvement strategies?</i>	<b>Continue, Correct, or Cancel the Strategy?</b> <i>Should we continue, correct, or cancel the associated improvement strategies in our next SFP? Why?</i>	<b>Now (Lessons Learned)</b> <i>How have our improvement efforts impacted achievement across demographic groups?</i>	<b>Next (Next Steps)</b> <i>What have we learned about ourselves and our school through this goal and these improvement strategies? What can we do right away to put these lessons into practice?</i>	<b>Need</b> <i>What do we need from others in this room and others outside of this room to be successful in taking action?</i>
During Professional Learning Communities (PLC), staff will analyze math data, formative and/or summative, to purposefully plan for scaffolds and differentiation during math instruction.	Teachers will purposefully plan for rigorous Tier 1 instruction that includes scaffolds and differentiated instruction to decrease the number of students performing at or below the 40th percentile on the Math MAP Growth Assessment.	No	Continue	Staff is utilizing common math curriculum and summative assessments. Based on last year's proficiency data and 2022-2023 MAP Growth Assessment data, our staff purposefully planned for rigorous Tier 1 instruction using the CCSD Pacing Guides. Our 2023-2024 focus will be for all grade levels to purposefully plan math instruction using CCSD Pacing Guides and utilize 2022-2023 data to determine students areas of strength and areas of improvement.	Next steps include ensuring teachers are using the CCSD Pacing Guides for math instruction. Additionally, ensuring that CRT and MAP Growth Assessment data is used to inform teachers in grade levels about the areas of struggle for students, provide scaffolding during Tier 1 instruction, and differentiated small group instruction. Teachers will be utilizing PLC + guides during PLC meetings.	We need to provide training for teachers to understand what data reports are valuable for PLC conversations and to help drive instruction. A request for AARSI, Assessment Department, to come to grade level PLC meetings and talk about analyzing and utilizing different types of data. Also, teachers will need to know administration expectations for PLC meetings. Administration will plan.
<b>Inquiry Area 2 - Adult Learning Culture</b>		<b>Did we achieve our Adult Learning Culture goal?</b>	<b>Continue, Correct, or Cancel the Goal?</b>			
Increase the percent of teachers who participate in Instructional Walks, during the 2022-2023 school year, from 16% to 100% as measured by the Instructional Walk participant calendar and log.		No	Continue (and update)			
<b>Improvement Strategies</b>	<b>Intended Outcomes/Formative Measures</b>	<b>Were our improvement strategies successful?</b>	<b>Continue, Correct, or Cancel the Strategy?</b>	<b>Now (Lessons Learned)</b>	<b>Next (Next Steps)</b>	<b>Need</b>
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.	Yes	Continue	While we did not meet the goal of 100%, all grade levels were engaged in at least one instructional walk with the exception of kindergarten. Teachers utilized the Tier 1 observation tool during observations. Debrief meetings were conversations about strengths and areas for growth as a school.	Purposefully plan for Kindergarten to participate in one ELA and one math instructional round on a common prep day. Plan walks in advance on the master calendar	N/A
<b>Inquiry Area 3 - Connectedness</b>		<b>Did we achieve our Connectedness goal?</b>	<b>Continue, Correct, or Cancel the Goal?</b>			
Reduce the percent of chronically absent students from 31.4% in 2021-2022 to 18% by 2022-2023, as measured by FocusED and the Nevada School Performance Framework.		No	Continue (and update)			
<b>Improvement Strategies</b>	<b>Intended Outcomes/Formative Measures</b>	<b>Were our improvement strategies successful?</b>	<b>Continue, Correct, or Cancel the Strategy?</b>	<b>Now (Lessons Learned)</b>	<b>Next (Next Steps)</b>	<b>Need</b>
Develop an Attendance Task Force (ATF) to reduce the percentage of chronically absent students.	Develop an Attendance Task Force (ATF) to reduce the percentage of chronically absent students.	Yes	Correct	We created an Attendance Task Force that consists of administration, licensed, and support staff.	Instead of meeting weekly, we need to revise our calendar meeting dates. Additionally, we need to ensure this is protected time to meet.	Schedule meetings on the master calendar.
Create a tiered positive attendance incentive program for staff and students.	Create a tiered positive attendance incentive program for staff and students.	Yes	Correct	We created a tiered incentive attendance program for students, however we need to revise the plan and possibly types of incentives for students.	Review and revise incentive program.	N/A