

School Name: Don and Dee Snyder Elementary School						
Inquiry Area 1 - Student Success		Did we achieve our Student Success goal? <i>What does our data reveal about our progress toward our goal?</i>	Continue, Correct, or Cancel the Goal? <i>Should we continue, correct, or cancel this goal in our next SPP?</i>			
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. (Will update once we receive proficiency results).			Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful? <i>How successful were we at implementing our improvement strategies?</i>	Continue, Correct, or Cancel the Strategy? <i>Should we continue, correct, or cancel the associated improvement strategies in our next SPP?</i>	Now (Lessons Learned) <i>Why were our improvement strategies successful or unsuccessful? What have we learned about ourselves and our school through this goal and these improvement strategies? How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>What can we do right away to put our Lessons Learned into practice?</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.	Yes	Continue	Strong math PLC at the beginning of the year (fall to winter) contributed to the increase in student growth, especially in primary grades. Exact Path assisted with providing differentiated support based on MAP Growth Assessment levels. All grade level PLCs reported that the educational platform was beneficial with closing foundational math skills. Additionally, it provided extension support for student performing above the 61st percentile. Exact Path is equitable for all students. The PLC document and SLGs assisted with teacher accountability in relation to the Student Success goal.	Although there is significant growth in math MAP data (awaiting SBAC data results), the team has decided to continue with the schoolwide Student Success goal focused on math proficiency. Grade levels will shift from HMH planning and go back to PLC focused on math. We need consistency across all grade levels and common formative and summative assessments. Teachers will use the Teacher Clarity guide during PLC planning. The school will create schoolwide meeting norms and grade levels can choose to use these norms during PLC or create their own norms.	Grade levels to visit strong PLC. Create schoolwide and PLC norms and jobs. Ensure common formative and summative assessments. Provide review on Teacher Clarity and the learning progressions. Common RACES schoolwide for short answer responses, grades 3-5 review common testing strategies and communicate to primary grades, Rigorous SLG for all grade levels, review PLC document and emphasize the guiding questions (teachers do not have to answer these questions, just use to guide PLC conversations, create a new improvement strategy for goal setting. Goal setting must include attendance, MAP Growth Assessment, and Exact Path data. Reiterate to students the importance of MAP and how we use the data, and the correlation between MAP and Exact Path, share consistent information during conferences.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the 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 and actions based on the instructional round data.		No	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	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.	Yes	Correct	Teachers enjoyed visiting classrooms and it assisted with strategies to include in their own teaching practices. Ensure that we are following the instructional round schedule.	Include SPED and resource teachers in the grade level instructional rounds. Teachers to choose instructional round focus. Create a schedule.	Resource teachers to attend grade level PLCs (based on CCF109), monthly check in to ensure we are following the instructional round calendar, ensure we plan to brief and debrief, create instructional round brief and debrief guiding questions and responses to collect data.
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
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. (Will update once we receive proficiency results)			Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	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.	Yes	Continue	Educate the school community in regards to positive attendance and chronic absenteeism information at the beginning of the year to assist with reducing the number of chronically absent students.	Inform families that students are missing student and teacher conversations, in-class activities, teachers can't replicate classroom experiences, explain the time it takes to teach one topic and we limit the use of worksheets, parents need to know that students miss out on social experiences when they are absent from school.	Have a meeting with kindergarten families (possibly Kinder Round Up), slide for admin to explain the importance of positive attendance at Open House, have an attendance staff member to assist Office Specialist with student attendance data, etc., create a new improvement strategy around attendance goal setting.
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.	Yes	Continue	"Snyder" Attendance coloring page, the stuffed Attendance Hawks, weekly attendance winners announcement was successful with Tier 1 attendance. Some teachers had success with sending home Dojo messages with pictures of the "Snyder" Attendance coloring page.	Revise student incentives, hold quarterly attendance incentive party for "Safe" students, change the contract prize each week if possible.	Tier 1 attendance goal setting for all students using a schoolwide attendance template.