

School Name: Don and Dee Snyder Elementary School

Inquiry Area 1 - Student Success

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.

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 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 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.	At Risk	According to fall and winter MAP Growth Assessment data, we saw an increase in the number of students who performed at or below the 40th percentile. Historically, the data shows an increase of students performing below the 40th percentile from fall to winter. Many PLCs are not specifically targeting math formative and summative data to purposefully plan for small differentiated groups and scaffolding during Tier 1 instruction. During this school year, Curriculum and Instruction has provided training on enVision math and participated in math Tier 1 Instructional Rounds to provide input and feedback to staff.	Teachers may need assistance with the types of data to utilize to determine small groups and/or scaffolding for instruction. In addition, reteach opportunities need to be provided if necessary. Receiving assistance from the Assessment Department during PLCs can be scheduled to review types of data and how to use the data to set growth targets and differentiate small groups. The goal is to schedule training before the end of the school year by administration.	Schedule Assessment Department to speak with teachers about MAP Growth Assessment data and other types of data to purposefully plan for math instruction. Administrators will continue to attend PLC+ trainings and provide information for staff. Provide PLC+ template to document meetings and types of data reviewed. Continue receiving assistance from CID.

Inquiry Area 2 - Adult Learning Culture

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.

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	Administration, CID, and licensed staff members have participated in Instructional Rounds to observe Tier I math and ELA lessons. Observations were used to identify strengths and challenges. Strengths included discourse opportunities for students. Challenges included ensuring there is a focus on major math clusters and using scaffolding to support students during Tier I instruction.	Schedule remaining grade levels for instructional rounds. Identify areas of strength and areas for growth.	None at this time.

Inquiry Area 3 - Connectedness

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.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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.	At Risk	We have created an ATF that includes administration, licensed, and support staff. We review FocusEd attendance data and discuss interventions and parent communication for chronically absent students. We have calendared to meet weekly but not always consistent with meetings due to incidents or meetings that occur during the scheduled time.	Revise the ATF meeting time and change to bi-weekly vs. weekly. Create meeting minutes so that staff that can not attend will know what was discussed during the meeting. Determine root cause of why students are chronically absent.	Review scheduled ATF calendar
Create a tiered positive attendance incentive program for staff and students.	Create a tiered positive attendance incentive program for staff and students.	Strong	The ATF has created a tiered attendance incentive program. We recently made a few updates to the plan to incentivize teachers when their classroom receives highest percentage of weekly attendance.	Continue to utilize tiered incentive plan and make revisions as needed.	Purchase gift cards for teacher incentive. Communicate with staff revision to tiered incentive plan.