



Clark County School District

Don and Dee Snyder Elementary School

School Performance Plan: A Roadmap to Success

Don and Dee Snyder Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Stephanie Dalton

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on 10/24/2022.



School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating report at http://nevadareportcard.nv.gov/DI/nv/clark/don_and_dee_snyder_elementary_school/2022/nspf/.

Inclusion of this link replaces completion of the tables in the previous year's SPP.

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Stephanie Dalton	Principal(s)
Cheryl Lopez	Other School Leader(s)/Administrator(s) (required)
Marc Erbisich-Wescott Micha Saren Leah-Anne Genet Trisa Doughty Mary Ann Kramer Karen Kettl Brandee Evarts Suzanne Hennigan Cindi Knowles Becky Gergel Sarah Hamilton	Teacher(s) (required)
Debra Kozell	Paraprofessional(s) (required)
Jared Green Jason Butcher	Parent(s) (required)



Jen Green	
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Title I Meeting	8/16/2022	Annual meeting to review the school's Title I Budget Plan. Parent evaluations will examine barriers to parent participation and use findings to design strategies for effective parent involvement.
SOT Meeting	8/23/2022	Updated SOT regarding hires for open fifth and SPTA positions, reviewed MAP Growth Assessment data, how to utilize parent volunteers, trying to hire a crossing guard for family safety, ordering supplies for students in need.
SOT Meeting	9/7/2022	Discuss the fall budget and how the money is allocated by per pupil funding.
SOT Meeting	10/5/2022	Meeting was held to introduce new SOT members and discuss the function of SOT, meeting norms, etc.
SOT Meeting	11/9/2022	Meeting was held to discuss the profit of the fall festival for each grade level (10% for SGF), review professional



		learning opportunities held for staff, and review of the SPP.
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School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	MAP Growth Assessment data SBAC data WIDA data NSPF	Panorama Student Survey Behavior Strategist Referrals Hawk's Nest data	Tier 1 Instructional Rounds Administration Observations
	<i>Areas of Strength: With the implementation of a common math curriculum and summative assessments, students scoring proficient on the state summative assessment increased from 31.8% (2020-2021) proficient to 39.9% (2021-2022) proficient.</i>		
	<i>Areas for Growth: Using formative data to provide students with differentiation and scaffolds during Tier 1 instruction.</i>		
Problem Statement	<i>Overall math proficiency is low. Students who are not proficient in math will continue to fall behind because math knowledge builds upon previous understanding. According to fall MAP data, 44 percent of the student population scored at or below the 40th percentile in math. Students scoring at or below the 40th percentile are considered at-risk.</i>		
Critical Root Causes	<i>Data results need to be analyzed and utilized to provide necessary scaffolds and differentiation during Tier I instruction that allows students access to grade level materials.</i>		

Part B

Student Success	
School Goal: 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.	Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth.



Improvement Strategy: *During Professional Learning Communities (PLC), staff will analyze math data, formative and/or summative, to purposefully plan for scaffolds and differentiation during math instruction.*

Evidence Level: *PLC - Level 2, enVision Mathematics - Level 3*

Intended Outcomes: *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.*

Action Steps:

- *Administration will review MAP Growth Assessment results at grade level PLCS when benchmark assessment results are available three times during the school year (e.g., fall, winter, spring).*
- *Teachers will review formative and/or summative data to purposefully plan for scaffolds and differentiation during weekly PLC meetings.*
- *Administration and teachers will conduct Tier I Instructional Walks twice during the school year.*
- *Administration will schedule and plan for the Math Curriculum and Instruction Department (CID) to present enVision Mathematics and Tier I information during staff meetings throughout the school year.*
- *Teachers will use the Student Achievement Partners math document to ensure planning focus is on Major Cluster standards.*

Resources Needed:

- *Fall, winter and spring MAP Growth Assessment results (provided by AARSI and NWEA).*
- *Teachers' common formative and/or summative data results (provided by teachers).*
- *Plan for Instructional Walks and Tier I rubric. Strategists and SOSA to cover classes during Instructional Walks (school provided).*
- *Math CID representative to assist with meetings (CCSD provided).*
- *Student Achievement Partners math document (provided by CID).*

Challenges to Tackle:

- *Difficult to provide substitute teachers for planning days or instructional walks. Utilize strategists and/or school SOSA to cover classes when needed.*
- *Low budget for \$33 an hour money. Utilize RPDP/CID to assist with professional learning opportunities.*
- *Student absenteeism. Form an Attendance Task Force to assist with improving student attendance and a Tiered attendance plan.*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Provide instruction including strategies for language acquisition and realia. Employ educational personnel who provide services for at-risk students.

Foster/Homeless: Implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to



at-risk youth.

Free and Reduced Lunch: Implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Migrant: N/A

Racial/Ethnic Minorities: Track formative and summative assessment data to determine any possible disparities.

Students with IEPs: Track individual student goals to determine if instruction and interventions are meeting those goals.

Weighted funds employ educational personnel who provide services for at-risk and EL students.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Tier 1 Instructional Walks Administration Observations Pre/Post conference conversations	Tier I Instructional Walks Administration Observations Pre/Post conference conversations	Lesson Plans Administration Observations
	<i>Areas of Strength: Teacher buy-in and interest in participating in Instructional Walks.</i>		
	<i>Areas for Growth: Planning opportunities for all grade level teachers to participate in Instructional Walks and using the data to improve instructional practices.</i>		
Problem Statement	<i>Teachers have not had the opportunity to participate in Instructional Walks and engage in pre/post walk conversations. It is important for teachers to engage in Instructional Walks to enhance teachers' pedagogical skills and foster a culture of collaboration. Currently, during the 2022-2023 school year, 16% of licensed teachers have engaged in Instructional Walks and pre/post walk conversations.</i>		
Critical Root	Administration was not able to purposefully plan for Instructional Walks for all licensed teachers due to pandemic and staffing		



Causes	barriers.
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Part B

Adult Learning Culture	
<p>School Goal: 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.</p>	<p>STIP Connection: <i>Goal 2: All students have access to effective educators.</i></p>
<p>Improvement Strategy: Purposefully plan for all licensed staff members to attend a math and ELA Instructional Walk.</p>	
<p>Evidence Level: PLC - 3</p>	
<p>Intended Outcomes: <i>Teachers will enhance pedagogical practices and collaborate with grade-level team members.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Administration will plan for licensed teachers to attend a math and ELA Instructional Walk. ● Teachers will use Instructional Walk rubric. 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Master calendar (provided by the school). ● Plan for Instructional Walks and Tier I rubric. Strategists and SOSA to cover classes during Instructional Walks (school provided). 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● <i>Difficult to provide substitute teachers for planning days or instructional walks. Utilize strategists and/or school SOSA to cover classes when needed.</i> ● <i>Difficult to schedule Instructional Walks due to time limitations. Review/restructure calendar to allow an opportunity for staff to attend walks.</i> 	
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	
<p>English Learners: Provide instruction including strategies for language acquisition and realia. Employ educational personnel who provide services for at-risk students.</p>	
<p>Foster/Homeless: Implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.</p>	



Free and Reduced Lunch: Implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Migrant: N/A

Racial/Ethnic Minorities: Track formative assessment data to determine any possible disparities.

Students with IEPs: Track individual student goals to determine if instruction and interventions are meeting those goals.

Weighted funds employ educational personnel who provide services for at-risk and EL students.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Panorama Student Survey Districtwide Survey Results NSPF	Districtwide Survey Results Teacher input and feedback	Districtwide Survey Results Parent Leadership Team Title I Survey Results
	<i>Areas of Strength: The school creates a welcoming school environment where parents are encouraged to attend school functions and volunteer to better support their child's educational goal.</i>		
	<i>Areas for Growth: Educating families on the importance of positive school attendance. Create systems and structures and incentives to promote the importance of positive attendance for students.</i>		
Problem Statement	A significant percentage of the student population is chronically absent. Chronic absenteeism is linked to reduced student achievement and social disengagement. The Nevada School Rating Report for Don and Dee Snyder Elementary School indicates that 31.4% of students were reported as chronically absent during the 2021-2022 school year.		
Critical Root	Lack of identifying barriers and creating systems and structures to promote positive student attendance.		



Causes	
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Part B

Connectedness	
<p>School Goal: 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.</p>	<p>STIP Connection: <i>Goal 6: All students and adults learn and work together in a safe learning environment where identities and relationships are valued and celebrated.</i></p>
<p>Improvement Strategy: Develop an Attendance Task Force (ATF) to reduce the percentage of chronically absent students.</p>	
<p>Evidence Level: Coaching - 2, Wraparound Services - 4</p>	
<p>Intended Outcomes: The ATF will help families understand the importance of positive attendance and alert families of chronic absences.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Create ATF that includes administration, leadership team members, and support staff.</i> ● <i>Revise schoolwide attendance policy</i> ● <i>Schedule weekly meetings for ATF.</i> ● <i>Monitor chronic absenteeism percentages, weekly.</i> ● <i>Communicate with families weekly regarding chronic absenteeism.</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>List of staff that are available to meet during the school day to be a part of the ATF (provided by the school).</i> ● <i>Attendance policy (provided by the school).</i> ● <i>Ongoing Google Calendar events (created by administration).</i> ● <i>Chronic Absenteeism visualization (provided by AARSI).</i> ● <i>Parentlink messages to families (provided by administration).</i> 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● <i>Meeting consistently every week without interruptions. Utilize strategists and Campus Security Monitor for student concerns.</i> 	
<p>Improvement Strategy: Create a tiered positive attendance incentive program for staff and students.</p>	
<p>Evidence Level: Data Analysis - 2, Coaching - 2</p>	



Intended Outcomes: *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.*

Action Steps:

- *Create a tiered attendance incentive system*
 - *Grade Level: Weekly positive attendance recognition, class with highest positive attendance will receive stuffed Hawk*
 - *Class Level: Daily positive attendance monitoring using the Snyder Attendance coloring sheet*
 - *Student Level: Students who have two weeks of positive attendance will have lunch with administration*
- *Communicate tiered system to staff and students.*
- *Engage staff and students with completing daily/weekly monitoring of attendance system*

Resources Needed:

- *Tiered Attendance Incentive system (provided by administration)*
- *Schedule incentive rewards (scheduled by administration)*
- *Stuffed Hawks (purchased by school), Snyder Hawks coloring sheets (provided by school), calendar students lunch with administration (calendared by office manager)*

Challenges to Tackle:

- *Creating buy-in from all stakeholders. Continue to communicate the importance of daily positive attendance.*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Implement a tiered attendance incentive program to engage students in the importance of positive attendance and self-monitoring skills. Students will attend the Literacy Lab to connect language acquisition with literacy through daily instruction in phonics, fluency, vocabulary, reading comprehension, and language development.

Foster/Homeless: Implement a tiered attendance incentive program to engage students in the importance of positive attendance and self-monitoring skills. Implement wrap-around services to increase student attendance and/or provide evidence-based programs targeted to at-risk youth.

Free and Reduced Lunch: Implement a tiered attendance incentive program to engage students in the importance of positive attendance and self-monitoring skills.

Migrant: N/A

Racial/Ethnic Minorities: Implement a tiered attendance incentive program to engage students in the importance of positive attendance and



self-monitoring skills. Track formative assessment data to determine any possible disparities.

Students with IEPs: Implement a tiered attendance incentive program to engage students in the importance of positive attendance and self-monitoring skills. Track individual student goals to determine if instruction and interventions are meeting those goals.

Weighted funds employ educational personnel who provide services for at-risk and EL students.



COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Strategic Budget	\$3,660,074.17	Personnel, Supplies, Professional Development	1, 2, 3
Title I	\$136,680.03	Licensed staff and supplies	1, 2
ESSER III Funds	\$108,936.00	Family and Community Liaison, Attendance, and Behavior Strategist (Social-emotional learning interventions and/or personnel to implement social-emotional learning interventions)	3