

School Name: Don and Dee Snyder Elementary School

Inquiry Area 1 - Student Success

Increase the percent of all students proficient in Math from 35.2% in 2022-2023 to 45% by 2024-2025, 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 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 to be successful in taking action?</i>
During Professional Learning Communities (PLC), staff will utilize the Snyder PLC document to analyze math and ELA data, formative and summative, to purposefully plan for scaffolds and differentiation during Tier 1 math and ELA instruction. Additionally, the data will be utilized for small groups instruction.	Teachers will purposefully plan for rigorous Tier I instruction that includes scaffolds and differentiated small group instruction to decrease the number of students performing at or below the 41st percentile on the MAP Growth Assessment.	Strong	During the Winter MAP Growth Assessment, we saw an increase of students scoring above the 61st percentile and a decrease of students scoring below the 41st percentile. 65% of the student population met their projected growth. Each grade level is consistently meeting for PLCs on a weekly basis with an administrator and/or the RBG3 strategist. Teachers are completing the weekly PLC document that requires data analysis of formative or summative assessments in ELA and/or math. Teachers analyze data to determine what specific strategies helped students with mastery, what skills are students still struggling with, and how will we provide scaffolding or differentiated supports.	Continue with the revised PLC document and data analysis (weekly, Activator, Note Takers). Pay close attention to students who may be consistently failing to ensure they are in WIN/RTI. Utilize data to help plan for small group instruction. Ensure grade levels are planning using the Backwards Assessment Model before teaching a module or unit.	Activators and note taker to continue to lead the conversation around assessment and data analysis. Possibly plan for grade levels to observe strong grade levels and their PLC meetings.
Teachers will implement student goal setting processes for all students using Exact Path and MAP Growth Assessment data (ELA and math). Teacher will review goal setting with students on a regular basis.	To decrease the number of students performing at or below the 41st percentile, on the math MAP Growth Assessment, students will self-monitor their learning and processes through academic goal setting.	At Risk	While we are reducing the number of students that are performing below the 41st percentile, we need to survey each grade level as to what goal setting they are using to monitor students progress and for students to be engaged in monitoring their own progress.	Survey grade levels in PLCs to see what they are using for goal setting practices.	Possible goal setting ideas and tracking for grades that need assistance.

Inquiry Area 2 - Adult Learning Culture

Increase the percent of all licensed teachers who participate in Instructional Rounds, during the 2024-2025 school year, from 89% 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 Rounds.	Teachers will enhance pedagogical practices and collaborate with grade-level team members.	Strong	After reviewing the Instructional Round Calendar, we found that we missed a couple of grade levels. This information was brought to the Leadership team and teachers volunteered to conduct walks to ensure they had the opportunity to observe colleagues in the grade level above or below. Based on debrief conversations, teachers felt the walks were beneficial and assisted with their own planning.	Ensure the administration team follows the Instructional Round calendar. Plan the remaining grade levels through the end of the year.	Substitutes or classroom coverage to relieve teachers for rounds. Possible \$50 an hour money to purchase preps if the budget permits.

Inquiry Area 3 - Connectedness

Reduce the percentage of chronically absent students from 19.1% in 2023-2024 to 15.1% by 2024-2025, 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 school continues to educate parents on the impact of positive school attendance through different means of communication. The ATF is not consistently meeting and need to meet on a biweekly basis.	Review calendar to determine if the day and time of the week is not working for all ATF participants schedules. Update accordingly and meet biweekly.	The ATF may need to select an Activator to lead the attendance initiatives.
Continue with a tiered positive attendance incentive program for staff and students.	The school community 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 continue to follow Don and Dee Snyder ES's tiered attendance program. This has reduced the number of chronically absent students compared to last year at this time.	Inform the community of the tiered attendance system.	