

| School Name: Don and Dee Snyder Elementary School | | | | | |
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| 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</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. | At Risk | Our state summative data showed a decrease in math proficiency and an increase in our ELA proficiency. In January 2024, we pivoted from math PLCs to HMH planning due to receiving the new curriculum. Feedback from classroom teachers is that the PLC document was lengthy and could possibly be revised. | PLC expectations will be that all teachers will review a math and ELA standard during meetings. The PLC document will be revised to reduce the amount of questions and to focus on data driven decisions for students. This will be completed by administration and presented to staff during our next SDD. | Review the PLC document to ensure it is based solely on data and present it to the staff. Administration will attend all PLCs to be a part of the communication during the 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 | This is a new improvement strategy that we have implemented for the 2024-2025 school year. We have communicated goal setting with the grade level chairs and communicated the required areas for goal setting (i.e., attendance, MAP, etc.) | During the school year, administration will continue to meet with teachers during PLCs to ensure goal setting is being utilized by all grade levels. | Administration will need to be sure to get updates and feedback from teachers. |
| 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 | An Instructional Round schedule was created during the summer Leadership Team meeting. Recently, all teachers have engaged in HMH Instructional Rounds with Abigail Peterson. Additionally, fifth grade teachers were able to participate in Instructional Rounds at Faiss Middle School. | Continue to follow the Instructional Round schedule and/or make revisions immediately to the date if a reschedule is needed. Communicate the date and time change to all participants if needed. | None at this time. |
| Inquiry Area 3 - Connectedness | | | | | |
| Reduce the percentage of chronically absent students from 24.9% in 2023-2024 to 22.4% 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. | Strong | The team has met to discuss chronically absent students. Phone calls have been made to parents regarding absences and the importance of positive attendance and truancy letters have been sent home. | Continue meeting regularly to identify chronic and trending students. Communication with parents. | None at this time. |
| 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 | The tiered positive attendance incentive program is working. We have revised it to include "safe" students party each month. A sign has been posted in the front office to communicate our school's attendance goal. | Continue with the implementation of the incentive program. | None at this time. |