



## 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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**Phone:** 702.799.1360

**School Designations:**  Title I     MRI     CSI     TSI     ATSI

*Our SPP was last updated on 8/25/2024.*



## 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/2023/nspf](http://nevadareportcard.nv.gov/DI/nv/clark/don_and_dee_snyder_elementary_school/2023/nspf).

## 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	<b>Principal(s)</b>
Cheryl Lopez Jillian Wichman	<b>Other School Leader(s)/Administrator(s) (required)</b>
Marc Erbisch-Wescott Chrissy Rodriguez Trisa Doughty Lori Rivera Cindi Knowles Karen Kettl Ray Gonzalez Katy Butcher Tammy Rubenstein Jessica Collison Jaimey Rizor Jennie Higgins	<b>Teacher(s) (required)</b>
Debra Kozell	<b>Paraprofessional(s) (required)</b>
Becky Gergel	<b>Parent(s) (required)</b>



## 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
SOT Meeting	8/22/2024	Updated SOT on SPP: Roadmap to Success and possible changes to goals based on MAP Growth Assessment and state summative data. Discussed upcoming SOT elections.
SOT Meeting	5/1/2024	Updated SOT on staffing, District and state testing information, facilities update and safety, input and feedback for Act 3 of the SPP: Roadmap to Success.



# 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
<b>Data Reviewed</b>	MAP Growth Assessment data SBAC data WIDA data Exact Path NSPF	Panorama Student Survey Behavior Strategist Referrals Hawk's Nest data	Tier I Instructional Rounds Grade Level PLCs Administration Observations
	<i>Areas of Strength: With the implementation of districtwide common math curriculum, Exact Path, and strong PLC focused on mathematics instruction, students scoring below the 41st percentile on the spring math MAP Growth Assessment decreased from 43% (2022-2023) to 38% (2023-2024).</i>		
	<i>Areas for Growth: Using formative and summative data to provide students with differentiated small group instruction during the math teaching block.</i>		
<b>Problem Statement</b>	<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 state summative assessment data (2022-2023), 36.3% of students are proficient in mathematics. According to spring math MAP Growth Assessment data, 38% percent of the student population scored at or below the 41st percentile. Students scoring at or below the 41st percentile are considered at-risk.</i>		
<b>Critical Root Causes</b>	<i>Data results need to be analyzed and utilized to provide necessary scaffolds and differentiation during Tier I instruction, and small group instruction, that allows students access to grade level materials and Tier 2 supports.</i>		



## Part B

Student Success	
<p><b>School Goal:</b> Increase the percent of all students proficient in Math from 36.3% in 2022-2023 to 50% by 2024-2025, as measured by the state summative assessment.</p> <p>Decrease the percent of students scoring below the 41st percentile on the math MAP Growth Assessment from 38% Spring 2024) to 33% (Winter 2025), to 30% by the end of the 2024-2025 school year.</p> <p>*Based on the spring math MAP Growth Assessment data, 38% of students tested are at or below the 41st percentile in math. *Based on the spring reading MAP Growth Assessment data, 38% of students tested are at or below the 41st percentile in math.</p>	<p><b>Aligned to Nevada's STIP Goal:</b> <i>Goal 3: All students experience continued academic growth.</i></p>
<p><b>Improvement Strategy:</b> <i>During Professional Learning Communities (PLC), staff will utilize the Snyder PLC document to analyze math data, formative and summative, to purposefully plan for scaffolds and differentiation during Tier 1 math instruction. Additionally, the data will be utilized for small math groups.</i></p>	
<p><b>Evidence Level:</b> - <i>enVision Mathematics - Level 3, Exact Path - Level 3, PLC - Level 2, Data Analysis - Level 2, MTSS - Level 1</i></p>	
<p><b>Intended Outcomes:</b> <i>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 math MAP Growth Assessment.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>● <i>Provide professional learning for PLC procedures for 2024-2025 school year.</i></li><li>● <i>Administration and the CI Team will review MAP Growth Assessment data results at grade level PLCs when benchmark assessment results are available, three times during the school year (e.g., fall, winter, spring).</i></li><li>● <i>Teachers will review formative and summative data to purposefully plan for scaffolds and differentiation, small group instruction, during weekly PLC meetings.</i></li><li>● <i>Administration and teachers will conduct Tier I Instructional Rounds once during the school year (Focus: ELA and math).</i></li><li>● <i>Teachers will use the Student Achievement Partners math document to ensure planning focus is on Major Cluster standards.</i></li></ul>	

**Resources Needed:**

- PLC professional learning (school provided).
- PLC + manual (school provided).
- Snyder ES PLC Planning Document and data sheet (school provided).
- 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 Rounds and Tier I observation document. Strategists and SOSA to cover classes during Instructional Walks (school 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 \$50 an hour money. Utilize CID/RPDP to assist with professional learning opportunities before school or during Staff Development Days.*
- *Student absenteeism. Continue with Attendance Task Force to assist with improving student attendance and utilize 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, RBG3 and strategists, 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.



**Improvement Strategy:** *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.*

**Evidence Level:** - MAP Growth Assessment - Level 3, Exact Path - Level 3,

**Intended Outcomes:** *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.*

**Action Steps:**

- *Provide professional learning for student goal setting.*
- *Provide templates for student goal setting.*
- *Administration will meet with PLCs during the first month of school to discuss goal setting processes in grade level.*
- *Teachers will implement goal setting in their classrooms and teach students how to document in their folders.*
- *Utilize fall, winter, and spring MAP Growth Assessment benchmark data for goal setting.*
- *Utilize Exact Path data to record student growth.*
- *Teachers meet with students on a regular basis to review their data and goals.*

**Resources Needed:**

- Professional learning (school provided).
- Goal setting templates (school provided).
- Fall, winter and spring MAP Growth Assessment results (provided by AARSI and NWEA).
- Exact Path data (teacher provided).

**Challenges to Tackle:**

- *Might be a challenge to get teacher and student buy-in during implementation of goal setting processes. Administration and RBG3 to ensure staff feels supported and has the resources available to implement goal setting processes.*
- *Teacher follow through with goal setting conferences with students. Administration and RBG3 will attend PLCs and have regular discussions on goal setting processes within each classroom to discuss areas of strength and growth.*

**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, RBG3 and strategists, who provide services for ELL 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
<b>Data Reviewed</b>	Tier I Instructional Rounds Administration Observations Pre/Post conference conversations	Tier I Instructional Rounds Administration Observations Pre/Post conference conversations	Lesson Plans Grade Level PLCs Administration Observations
	<i>Areas of Strength: Teacher buy-in and interest in participating in Instructional Rounds.</i>		
	<i>Areas for Growth: Planning opportunities for all grade level teachers to participate in Instructional Rounds and using the debrief data to improve instructional practices.</i>		
<b>Problem Statement</b>	<i>Not all teachers had the opportunity to participate in Instructional Rounds (ELA and/or math) and engage in pre/post round conversations. It is important for teachers to engage in Instructional Rounds to enhance teachers' pedagogical skills and foster a culture of collaboration. During the 2023-2024 school year, 89% of licensed teachers engaged in Instructional Rounds and pre/post walk conversations.</i>		





<b>Critical Root Causes</b>	Administration planned for 2022-2023 instructional rounds, however did not follow the instructional round schedule and missed a grade level to perform instructional rounds. (For 2023-2024, we completed all grade level instructional rounds).
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## Part B

Adult Learning Culture	
<p><b>School Goal:</b> 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.</p> <p>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.</p>	<p><b>STIP Connection:</b> <i>Goal 2: All students have access to effective educators.</i></p>
<p><b>Improvement Strategy:</b> Purposefully plan for all licensed staff members to attend a math and ELA Instructional Rounds.</p>	
<p><b>Evidence Level:</b> <i>enVision Mathematics - Level 2, HMH Into Reading - Level 4, PLC - Level 2, Data Analysis - Level 2</i></p>	
<p><b>Intended Outcomes:</b> <i>Teachers will enhance pedagogical practices and collaborate with grade-level team members.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <i>Create a common prep schedule for all grade levels.</i></li> <li>● <i>Administration will plan for all licensed teachers to attend math and/or ELA Instructional Rounds.</i></li> <li>● <i>Review and familiarize with the Tier I reflection document.</i></li> <li>● <i>Teachers will engage in an Instructional Round brief and debrief conversation.</i></li> <li>● <i>Teachers will use the Tier I reflection document.</i></li> <li>● <i>Continue planning for Tier I and small group instruction.</i></li> <li>● <i>Utilize MAP Growth Assessment data to create differentiated small groups.</i></li> </ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>● <i>Master calendar (provided by the school).</i></li> <li>● <i>Plan for Instructional Rounds and Tier I reflection document. Strategists and SOSA to cover classes during Instructional Walks (school provided).</i></li> <li>● <i>MAP Growth Assessment spring 2023-2024 data (provided by AARSI and NWEA).</i></li> </ul>	
<p><b>Challenges to Tackle:</b></p>	



- *Difficult to provide substitute teachers for planning days or instructional walks. Utilize strategists and/or school SOSA to cover classes when needed.*
- *Difficult to schedule Instructional Walks due to time limitations. Review/restructure calendar to allow an opportunity for staff to attend walks.*

**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, RBG3 and strategists, 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 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
<b>Data Reviewed</b>	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 the school community on the importance of positive school attendance. Create systems and structures and incentives to promote the importance of positive attendance for students.</i>		
<b>Problem Statement</b>	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 28.4% of students were reported as chronically absent during the 2022-2023 school year. At the end of the 2023-2024 school year, 24.9% of students chronically absent. Although there has been significant improvement in this area, there is a need to continue this growth.		
<b>Critical Root Causes</b>	Lack of identifying barriers and creating systems and structures to promote positive student attendance.		

### Part B

Connectedness	
<b>School Goal:</b> 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.	<b>STIP Connection:</b> <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>
<b>Improvement Strategy:</b> 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.	



<b>Evidence Level:</b> Coaching - 2, Wraparound Services - 4
<b>Intended Outcomes:</b> The ATF will help families understand the importance of positive attendance and alert families of chronic absences.
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Schedule bi-weekly meetings for ATF.</i></li><li>● <i>Monitor chronic absenteeism percentages, bi-weekly</i></li><li>● <i>Communicate with families bi-weekly regarding chronic absenteeism.</i></li><li>● <i>Chronic Absenteeism meetings with families</i></li><li>● <i>Call families of chronically absent and trending students</i></li><li>● <i>Schedule meeting with administration for chronically absent students</i></li></ul>
<b>Resources Needed:</b> <ul style="list-style-type: none"><li>● <i>Attendance policy (provided by the school).</i></li><li>● <i>Ongoing bi-weekly Google Calendar events (created by administration).</i></li><li>● <i>Chronic Absenteeism visualization (provided by AARSI).</i></li><li>● <i>Parentlink messages to families (provided by administration).</i></li></ul>
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"><li>● <i>Meeting consistently bi-weekly without interruptions. Utilize behavior strategists and Campus Security Monitor for student concerns.</i></li></ul>
<b>Improvement Strategy:</b> Continue with a tiered positive attendance incentive program for staff and students.
<b>Evidence Level:</b> Data Analysis - 2, Coaching - 2
<b>Intended Outcomes:</b> <i>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.</i>
<b>Action Steps:</b> <ul style="list-style-type: none"><li>● <i>Continue with tiered attendance incentive system</i><ul style="list-style-type: none"><li>○ <i>Grade Level: Weekly positive attendance recognition, class with highest positive attendance will receive winner announcement and stuffed Hawk</i></li><li>○ <i>Class Level: Daily positive attendance monitoring using the “Snyder” attendance coloring sheet</i></li><li>○ <i>Student Level: Students who have 0-3 absences in a quarter will receive an award and attend positive attendance party</i></li></ul></li><li>● <i>Communicate a tiered system to the school community.</i></li></ul>



- *Engage staff and students with completing daily/weekly monitoring of attendance system*
- *Enhance families' positive connectedness to school.*

**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 positive attendance party (calendared by office manager)*
- *Master calendar of family events (e.g., Parent Pop-in, Donuts for Grownups, etc.) (calendared by leadership team).*

**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.



**Improvement Strategy:** Teachers will implement student goal setting processes for all students to promote positive attendance. Teacher will review goal setting with students on a regular basis.

**Evidence Level:** - Data Analysis - Level 2, Coaching - Level 2

**Intended Outcomes:** *To decrease the number of chronically absent students and promote positive attendance. Students will self-monitor their learning and processes through attendance goal setting.*

**Action Steps:**

- *Provide professional learning for student goal setting.*
- *Provide templates for student goal setting.*
- *Administration will meet with PLCs during the first month of school to discuss goal setting processes in grade level.*
- *Teachers will implement goal setting in their classrooms and teach students how to document in their folders.*
- *Utilize FocusED teacher attendance data.*
- *Teachers meet with students on a regular basis to review their data and goals.*

**Resources Needed:**

- Professional learning (school provided).
- Goal setting templates (school provided).
- Teacher attendance data (provided by AARSI and FocusED).

**Challenges to Tackle:**

- *Might be a challenge to get teacher and student buy-in during implementation of goal setting processes. Administration and RBG3 to ensure staff feels supported and has the resources available to implement goal setting processes.*
- *Teacher follow through with goal setting conferences with students. Administration and RBG3 will attend PLCs and have regular discussions on goal setting processes within each classroom to discuss areas of strength and growth.*

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

English Learners: Provide family attendance information in the students home language to ensure parent/guardian is receiving positive and chronic absenteeism information.

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 attendance data to determine any possible disparities.

Students with IEPs: Track individual student goals to determine if family communication and goal setting 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	\$5,363,887.83	Personnel, Supplies, Professional Development, Behavior Strategist, Student Success Advocate (Social-emotional learning interventions and/or personnel to implement social-emotional learning interventions) ELL supports (Lexia English Grades 1-2), and Attendance	1, 2, 3