Florence Drake Elementary

School Performance Plan: A Roadmap to Success

Florence Drake Elementary 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: Shipman, Jason
School Website:
Email: www.washoeschools.net/drake
Phone: 775-353-5510
School Designations: ✔ Title I ☐CSI ✔ TSI ☐ TSI/ATSI

Our SPP was last updated on September 26, 2022

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Shipman, Jason	**Principal(s)** *(required)*
Click here to enter text.	**Other School Administrator(s)** *(required)*
Jason Murray, Heather Carpinella, Julie Enochson	**Teacher(s)** *(required)*
Kim Zappe, Mayra McQuattie	**Paraprofessional(s)** *(required)*
Hilary Stamps	**Parent(s)** *(required)*
Click here to enter text.	**Student(s)** *(required for secondary schools)*
Click here to enter text.	**Tribes/Tribal Orgs** *(if present in community)*
Katherine Champagne	**Specialized Instructional Support Personnel** *(if appropriate)*
Click here to add additional members.	Click here to add their role.

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 [FLORENCE DRAKE ELEMENTARY - Nevada Accountability Portal (nv.gov)](#)

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
Increased from 60% proficient in ELA to 70% proficient in 2022. Increased from 55% proficient in Math in 2019 to 59% proficient in 2022. EL student math proficiency went from 32% in 2021 to 41% in 2022. Hispanic student math proficiency went form 42% in 2021 to 56% in 2022. 5th grade math proficiency has increased from 25% in 2019 to 37% in 2021 to 41% in 2022. 3rd, 4th and 5th grade ELA proficiency each increased over this last year with focus on Claim 1.	4th grade math proficiency dropped from 72% in 2019 to 52% in 2021 to 38% in 2022. **Math Claim 1: Concepts and Procedures, 3rd, 4th and 5th grade profiency 33% below Standard.**

Problem Statement: Math: grades K-5 need to increase students' ability to explain and apply mathematical concepts and increase students' ability to carry out mathematical procedures with precision and fluency.

Critical Root Causes of the Problem:
- Instructional time for math. Resources for skills gaps. Adherence to pacing guides. Math interventions.

Student Success	
School Goal: By the end of the school year, 77% of students in grades 3rd through 5th will score at or above standard on Math Claim 1: concepts and procedures. **Formative Measures:** • SBAC, CFAs, EnVision and Bridges Unit Exams,	**Aligned to Nevada's STIP Goal:** ✔ STIP Goal 1 ✔ STIP Goal 2 ✔ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5

Improvement Strategy: Communities in Schools	**Lead:** *Who is responsible for implementing this strategy?* **Teachers. Learning Facilitator. Interventionist. Administration**
Evidence Level: Tier 3 - Promising Evidence	
Action Steps: *What steps do you need to take to implement this improvement strategy?* • Staff PD around Math Claim 1 Standards. Ongoing PLCs. Grade level math alignment in PLCs. Identify and share effective practices around place value and number sense concepts. Provide feedback in classrooms.	
Resources Needed: *What resources do you need to implement this improvement strategy?* • Teacher curricular resources already on-hand.	
Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?* • *Implementation Challenge:* Teacher understanding of math intervention techniques. • *Potential Solution:* Continual feedback and resources provided. Learning Facilitator coaching and supporting.	
Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* • n/a	

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners
- *Challenge:* Do not have an assigned EL teacher this school year.
- *Support:* Small groups instruction based on number-sense skills gaps or language barriers with word problems.

Foster/Homeless:
- *Challenge:* Readiness to learn depending on outside circumstances.
- *Support:* Transportation. Wrap-around supports. Full access to school counselor, admin and Safe School Professional.

Free and Reduced Lunch:
- *Challenge:* Readiness to learn depending on outside circumstances.

- *Support:* Identifying family needs like clothing, holidays, and food.

Migrant:
- *Challenge:* n/a
- *Support: Language* n/a

Racial/Ethnic Groups:
- *Challenge:* Variety of learning styles.
- *Support:* Teachers provide variety of learning styles/strategies.

Students with IEPs:
- *Challenge:* Below grade level capacity limits grade level performance.
- *Support:* Small group supports provided for IEP goals and Tier 1 instruction around Claim 1.

Add other student groups as needed.
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
2022 goal to decrease chronic absenteeism for the school year to below 5% was achieved. Continue supports in place. Grade levels collaborate within effective PLC structures and utilize supports from BLF, and resource-teacher supports.	Speaking level Growth 2021 to 2022 on ACCESS EL test was –4.5
Problem Statement: Increase structured student-Speaking opportunities in classrooms for 2023, which will increase Speaking ACCESS proficiency scores.	
Critical Root Causes of the Problem: *Test-construct issue that EL Department is investigating* *Resources for teaching Speaking* *Training in ELLevation* *Effect of 'mask-wearing' as a language barrier*	

Adult Learning Culture

School Goal: By the end of the year, increase our ACCESS Speaking growth comparison chart from -4.5 to a positive index. Formative Measures: • ACCESS	Aligned to Nevada's STIP Goal: ✔ STIP Goal 1 ✔ STIP Goal 2 ✔ STIP Goal 3 ✔ STIP Goal 4 ☐ STIP Goal 5

Improvement Strategy: Communities in Schools **Evidence Level:** Tier 3 - Promising Evidence **Action Steps:** *What steps do you need to take to implement this improvement strategy?* • Staff Professional Development around effective Speaking strategies. Site coach to support teachers with classroom use. PLCs to focus on implementation across Content areas. EL students to receive intervention from site supports. **Resources Needed:** *What resources do you need to implement this improvement strategy?* • ESSR funding for LT sub and tutoring. Title One funding for .5 intervention teacher. ELLavation guides. **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* • *Implementation Challenge:* Update during SPP Roadmap Development. • *Potential Solution:* Update during SPP Roadmap Development. **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* ESSR and Title One	**Lead:** *Who is responsible for implementing this strategy?* **Teachers. Learning Facilitator. Interventionist. Administration**

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners
- *Challenge:* Do not have an assigned EL teacher this school year.
- *Support:* Teachers identified EL students most needing improvement in Speaking and targeting growth with instructional supports.

Foster/Homeless:
- *Challenge:* Readiness to learn depending on outside circumstances.
- *Support:* Providing wrap-around supports and instruction to EL students who are foster/homeless.

Free and Reduced Lunch:
- *Challenge:* Readiness to learn depending on outside circumstances.
- *Support:* Aligning Speaking instruction across grade levels.

Migrant:
- *Challenge:* n/a
- *Support:* n/a

Racial/Ethnic Groups:
- *Challenge:* Variety of learning styles.
- *Support:* Using stories/discussion-sets with representative characters.

Students with IEPs:
- *Challenge:* Below grade level capacity limits grade level performance.
- *Support:* Dual students (IEP and EL) receive targeted support around Speaking.

Add other student groups as needed.
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**

Small school zone and family community where parents appreciate home/school connection. Active guidance counseling and use of SEL strategies to bolster student SEL.	Student self-management of schoolwork at 63%. Student self-management of emotions at 65%.

Problem Statement: Increase student self-management skills including management of emotions and schoolwork. Increase number of parent/school events in community.

Critical Root Causes of the Problem:
- SEL instruction. Guidance lessons. Limitations created by barriers from the Pandemic.

Connectedness

School Goal: By the end of the school year, Drake will increase student self-management of emotions to 60% and self-management of schoolwork to 70% as measured by the student climate survey. **Formative Measures:** • Student Climate Survey	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ✔ STIP Goal 2 ✔ STIP Goal 3 ☐ STIP Goal 4 ✔ STIP Goal 5

Improvement Strategy: Social Emotional Learning	**Lead:** *Who is responsible for implementing this strategy?* **Teachers. Learning Facilitator. Interventionist. Administration**
Evidence Level: Tier 1 - Strong Evidence	
Action Steps: *What steps do you need to take to implement this improvement strategy?* • Preassess grades 1st – 5th grade. Counselor made preassessment designed from climate survey indicators. Guidance provided throughout school year tied to SEL indicators.	
Resources Needed: *What resources do you need to implement this improvement strategy?* Guidance lessons from Counselor.	
Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?* • *Implementation Challenge:* Update during SPP Roadmap Development. • *Potential Solution:* Update during SPP Roadmap Development.	
Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* • ESSR and Title One	

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners
- *Challenge:* Do not have an assigned EL teacher this school year.
- *Support:* GenEd teachers, SpEd teachers, and school counselor providing exposure to SEL supports through activities.

Foster/Homeless:
- *Challenge:* Readiness to learn depending on outside circumstances.
- *Support:* Sensitive to indivdual SEL needs and available counseling and guidance.

Free and Reduced Lunch:
- *Challenge:* Readiness to learn depending on outside circumstances.
- *Support:* All teachers increasing SEL activities weekly.

Migrant:

- *Challenge:* n/a
- *Support:* n/a

Racial/Ethnic Groups:
- *Challenge:* Variety of learning styles.
- *Support:* Increasing student awareness of differences in SEL needs among a diverse student population.

Students with IEPs:
- *Challenge:* Below grade level capacity limits grade level performance.
- *Support:* SEL elements incorporated into small group pullout instruction.

Add other student groups as needed.
- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

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
Quarterly Family Night Events.	11/10/2022	- Add lessons learned after each outreach event.
Back to School Mornings	8/22/2022	- Parents appreciated the in-person meeting but also needed virtual outreach.
Fall Conferences	10/24/2022	- Add lessons learned after each outreach event.
Winter Conferences	2/13/2023	- Add lessons learned after each outreach event.