

Washoe County School District

Florence Drake Elementary School

2025-2026 School Improvement Plan

Classification: 4 Star School

Title I

Vision

Our vision at Florence Drake ES is to maintain high standards in partnership with families and the community to ensure academic and social emotional growth for ALL students in a safe and nurturing environment.

Demographics & Performance Information

Nevada Report Card

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 https://nevadareportcard.nv.gov/DI/nv/washoe/florence_drake_elementary/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Data needed from SBAC 2024/2025 year...

iReady math End of Year data for 2024/2025 as presented in Diagnostic Growth quartiles.

These quartiles are Median % Typical Growth Achieved versus Performance Relative to National Norm (percentile).

Kindergarten - Low Performance/ High Growth

1st grade - High Performance/ High Growth

2nd grade - Low Performance/ High Growth

3rd grade - High Performance/ High Growth

4th grade - High Performance/ High Growth

5th grade - High Performance/ High Growth

Drake Elementary students are showing High Growth achievement relative to Median % Typical Growth in iReady.

Two grade levels are displaying Low Performance relative to National Norm Percentiles.

Student Success Areas for Growth

Drake Elementary students have consistently underperformed in mathematics relative to ELA on standardized assessments. In last two years, we have focused on improving student math skills through focused staff PD and instructional shifts connected with staff wide book clubs in About Teaching Mathematics - Marilyn Burns (SY 2022/2023) and Routines for Reasoning - Grace Kelemanik (2023/2024). During the school year (2024-2025), we broadened the use of math reasoning skills through Routines for Reasoning across math content.

The school year 2022/2023 focus was around improving student outcomes in Math Claim 1 through increase math number sense strategies.

The school year 2023/2024 focus was increasing students' ability to explain and apply mathematical concepts and increase students' ability to carry out mathematical procedures with precision and fluency.

Areas for Growth CLAIM SPP 2023/2024:

Math Claim 1: Concepts and Procedures, 3rd, 4th and 5th grade proficiency 33% below Standard in 2022, fell to 48% below Standard in 2023. This was with a focused staff-book-study and PD around Claim 1 elements. 2023 school year will be advent of word problem focus through use of Routines for Reasoning.

Continue focus on increasing students' ability to explain and apply mathematical concepts and increase students' ability to carry out mathematical procedures with precision and fluency. Added emphasis on quality of student mathematical discussions through intentional teacher focus on questions relative to units, labels, and their relationships. Focus on intentional student grouping (EL, SpEd...) for partner pairs. Focus on sentence stems/starters and student-written responses that explain mathematical discussions.

2025/2026 Areas for Growth-

Drake Elementary students are showing High Growth achievement relative to Median % Typical Growth in iReady.

Two grade levels are displaying Low Performance relative to National Norm Percentiles.

Student mathematical performance will improve most through K-5 adoption of new aligned Reveal math curriculum.

The Drake Elementary Student Success Goal directly aligns to the following WCSD Pillars-

Pillar A: Consistent standards-aligned curriculum and instruction

Pillar C: Commitment to elevating educators

Pillar D: Culture of excellence and accountability

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language-based challenges.	Focus on Tier 1 scaffolds/strategies. Focused use of EL assistant supports.
Foster/Homeless	Attendance and readiness depending on trauma.	Continue counseling supports, as needed. Work with families and agencies on attendance.
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	N/A	
Students with IEPs	Below level performance in mathematics and reading.	Aligning push-in Resource teacher supports around scaffolds that help level Tier 1 instruction. Pull out supports that address remediation needs, particularly phonics, vocabulary, and math fluency.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Teacher training with new Curriculum adoption historically ends after a 1-2 day professional development. Teachers lack the professional planning time, and reflective time necessary to effectively implement new programs.

Critical Root Cause: The critical root cause is that Districts can't afford to provide substantial professional development over time and the learning focus/ownership falls solely on teachers and administrators at each site - none of whom are experts in the beginning.

Adult Learning Culture

Adult Learning Culture Areas of Strength

In recent years, regarding iReady goals:

Entire teaching staff embraced student adherence with iReady Pathway minutes in both subject areas.

Staff attended all WCSD iReady PDs offsite and utilized data-based practices with the platform for student supports.

Staff utilized student Pathway data in PLCs for multiple student support needs, including: Pathway monitoring, Pathway adjustments, tailored lessons by Standards, restricting/opening Strands, use of offline resources, monitoring student lessons passed, and student goal setting between Diagnostics.

Staff adjusted scheduling of student iReady access times to best provide structured learning blocks improving teacher monitoring and student coaching.

School year 2024/2025, teachers improved monitoring of student iReady access and student outcomes improved, consequently.

Drake Elementary staff has positive history of implementing new initiatives that are instructionally focused, as evidenced in recent years by iReady usage and the Routines for Reasoning mathematical practices.

Adult Learning Culture Areas for Growth

School year 2023/2024, the Adult Learning Culture goal was "By the end of the year, 100% of Drake ES teaching staff will become proficient in the use of iReady data and Assessment tools."

The Drake staff focus this year was learning to effectively schedule student iReady work time, getting students 35-45 minutes per week of iReady per subject area, balancing and incentivizing lessons passed by students to advance pathways, discussing student monitoring techniques and learning to use Teacher Toolbox offline resources.

For school year 2024/2025, the Adult Learning Culture goal will be "By the end of the year, 100% of Drake ES teaching staff will improve efficacy around student data management and student monitoring while students are engaged with iReady Pathway and Diagnostics." This goal was achieved.

For school year 2025/2026, the Adult Learning Culture goal will be "By the end of the year, 100% of Drake ES teaching staff will adopt and utilize Building Thinking Classrooms in Mathematics as instructional support to improve student speaking, listening and thinking/reasoning in mathematics." This goal directly supports the Student Learning Goal of adopting new K-5th grade Reveal Math curriculum.

The Drake Elementary Adult Learning Culture Goal directly aligns to the following WCSD Pillars-

Pillar A: Consistent standards-aligned curriculum and instruction

Pillar C: Commitment to elevating educators

Pillar D: Culture of excellence and accountability

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language access to conversations in BTC	Language supports, sentence stems/starters and academic vocabulary
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Speech needs, or below level speaking capabilities	Structured service minute supports

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Students are not consistently activating critical thinking skills as independent learners.

Critical Root Cause: Students are not given time and autonomy for quality mathematical discussions and problem solving. Students rely heavily on teacher guidance and support.

Connectedness

Connectedness Areas of Strength

Small school zone and family community where parents appreciate home/school connection.

During 2023-2024 and 2024-2025 school years, students completed a Drake-based SEL survey quarterly. Teachers used this student data to plan with school counselor toward focused guidance lessons and individualized classroom needs.

Students completed quarterly goal setting utilizing SEL data needs and iReady Diagnostic report goals.

Average daily student Attendance continues to be a higher rate at Drake Elementary. This is the product of safe/responsive classroom/teachers and learning environments. As well, this is the product of proactive parent/family communication from teachers and administration around student attendance needs/concerns.

Drake Elementary experiences positive parent turnout for parent night events, including literacy, math, and family Bingo functions.

Connectedness Areas for Growth

2023-2024 School Goal: By the end of the school year, Drake will increase student self-management of emotions to 70% and responsible decision making to 65% as measured by Drake ES created student climate survey.

For the 2023-2024 school year, the WCSD Student Climate Survey questions were replaced with new indicators. From the new Climate Survey, we consider the Social Emotional Learning content area most related to self-management of emotions and responsible decision making. The 2023-2024 Student Climate Survey SEL category had an average of 77%.

For the 2024-2025 school year, the WCSD Student Climate Survey results did not show the growth anticipated. For the 2025-2026 school year, with a new school counselor, we will adopting new guidance lesson strategies, and modeling more SEL lessons with teachers.

For the 2024-2025 school year, attendance rates stayed around 5% chronic absenteeism, which mirrors recent years. The goal was to reduce this number by 2%. Although the goal was not achieved, having an absenteeism rate around 5% is still a success.

For the 2025-2026 school year, our goal will still be to reduce chronic absenteeism by 2%.

Drake ES will continue providing attendance incentives and supports to targeted students and families in a proactive manner.

For the 2024-2025 school year, we had a connectedness goal to increase parent event nights. This goal was met as Drake provided Bingo family nights this school year, to great community success.

Our 2025-2026 goal is, "To provide the traditional family math and literacy nights, while increasing to three Bingo family nights per year."

The Drake Elementary Connectedness Goal directly aligns to the following WCSD Pillars-

Pillar A: Consistent standards-aligned curriculum and instruction

Pillar B: Strong partnerships among families, community and school

Pillar C: Commitment to elevating educators

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	Finding adequate supports depending on family needs.	Work with each family individually.
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Increase student self-management skills including management of emotions and schoolwork. Continue to increase number of parent/school events in community.

Critical Root Cause: SEL instruction. Guidance lessons.

Priority Problem Statements

Problem Statement 1: Teacher training with new Curriculum adoption historically ends after a 1-2 day professional development. Teachers lack the professional planning time, and reflective time necessary to effectively implement new programs.

Critical Root Cause 1: The critical root cause is that Districts can't afford to provide substantial professional development over time and the learning focus/ownership falls solely on teachers and administrators at each site - none of whom are experts in the beginning.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Students are not consistently activating critical thinking skills as independent learners.

Critical Root Cause 2: Students are not given time and autonomy for quality mathematical discussions and problem solving. Students rely heavily on teacher guidance and support.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Increase student self-management skills including management of emotions and schoolwork. Continue to increase number of parent/school events in community.

Critical Root Cause 3: SEL instruction. Guidance lessons.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- End-of-Unit Assessments
- Grades
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs

Adult Learning Culture

- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Walk-through data

Connectedness

- Attendance
- Community surveys and/or other feedback
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: K-5th grade, 75% of students in each class will make 100% of Typical Growth as measured through iReady Math Diagnostics by End of Year.

Aligns with District Goal

Formative Measures: SBAC Claims, iReady Diagnostic growth, MTSS

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Teachers following District pacing guides. Teachers using student data from formal assessments in PLCs to address instructional practices. Monthly District-provided teacher focus PD on Reveal content and topics entire school year. Teachers tracking student participation in discussions. PLC discussions with grade level peers to address difficult components in Reveal lessons and how to best adapt.	Classroom teachers, resource teachers, administration	Full school year.			
Position Responsible: Classroom teachers, resource teachers Evidence Level Level 2: Moderate: iReady Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Teacher training with new Curriculum adoption historically ends after a 1-2 day professional development. Teachers lack the professional planning time, and reflective time necessary to effectively implement new programs. Critical Root Cause: The critical root cause is that Districts can't afford to provide substantial professional development over time and the learning focus/ownership falls solely on teachers and administrators at each site - none of whom are experts in the beginning.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the year, 100% of Drake ES teachers implementing Building Thinking Classrooms in Mathematics practices to increase students speaking, listening, and writing.

Aligns with District Goal

Formative Measures: iReady, SBAC, MTSS

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC's				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Teachers receive monthly rollout PD provided by RPDP personnel to coach/guide reading of the textbook and translation to classroom practices. Teachers blend/align Building Thinking Classroom practices within the Reveal math curriculum. Teachers focused on random student groups. Teachers focused on increasing student 'thinking' by reducing 'stop-thinking questions' by students. Teachers shift student thinking by reducing the amount of 'answering student questions' and guiding student thinking through asking students probing questions.	Classroom and resource teachers, administration	Full year focus	No review	No review	No review
Position Responsible: Classroom and resource teacher						
Evidence Level Level 2: Moderate: PLC's						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture	
Problem Statement 1: Students are not consistently activating critical thinking skills as independent learners. Critical Root Cause: Students are not given time and autonomy for quality mathematical discussions and problem solving. Students rely heavily on teacher guidance and support.	

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: 100% of Drake ES teachers imbedding Teacher Clarity practices around learning intentions and student success criteria to increase student outcomes.

Aligns with District Goal

Formative Measures: PLCs, PD, SBAC, iReady

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Adapt Teacher Clarity professional learning through application of learning intentions and student success criteria with all essential Standards based lessons.				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Teachers continue Teacher Clarity PD. Teachers transfer learning/work from Module 3 and Module 4 of the Teacher Clarity text.	Classroom and resource teachers	Full year			
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 2 Problem Statements:

Adult Learning Culture	
Problem Statement 1: Students are not consistently activating critical thinking skills as independent learners. Critical Root Cause: Students are not given time and autonomy for quality mathematical discussions and problem solving. Students rely heavily on teacher guidance and support.	

Inquiry Area 3: Connectedness

SMART Goal 1: Our goal is to improve current attendance rate with an added goal of decreasing chronic absenteeism by 2%.

Aligns with District Goal

Formative Measures: Student Climate Surveys (WCSD and Drake surveys)

Drake student attendance rates

School event participation rates

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: SEL <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Administration analyzes student attendance data weekly. Weekly attendance rates shared with teachers. Administrative and teacher outreach to families with attendance concerns. Students placed on school-based attendance trackers when necessary. Incentives continued for students trackers, quarterly perfect attendance, and Must be Present to Win weekly drawing.</td><td>Classroom and resource teachers Dean of students Counselor Principal</td><td>Full school year</td></tr></table> Position Responsible: Classroom and resource teachers Dean of students Counselor Principal Evidence Level Level 1: Strong: SEL Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Administration analyzes student attendance data weekly. Weekly attendance rates shared with teachers. Administrative and teacher outreach to families with attendance concerns. Students placed on school-based attendance trackers when necessary. Incentives continued for students trackers, quarterly perfect attendance, and Must be Present to Win weekly drawing.	Classroom and resource teachers Dean of students Counselor Principal	Full school year	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Administration analyzes student attendance data weekly. Weekly attendance rates shared with teachers. Administrative and teacher outreach to families with attendance concerns. Students placed on school-based attendance trackers when necessary. Incentives continued for students trackers, quarterly perfect attendance, and Must be Present to Win weekly drawing.	Classroom and resource teachers Dean of students Counselor Principal	Full school year							
				Nov	Feb	May								
No review	No review	No review												

Improvement Strategy 2 Details				Status Checks										
Improvement Strategy 2: Home Visits <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Invite parents to attend meeting addressing student impacts from chronic absenteeism. Home visits to families to bolster school/home relationships.</td><td>Teachers Counselor Dean Principal</td><td></td></tr></table> Position Responsible: Teachers Counselor Dean Principal Evidence Level Level 2: Moderate: Home Visits Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Invite parents to attend meeting addressing student impacts from chronic absenteeism. Home visits to families to bolster school/home relationships.	Teachers Counselor Dean Principal		Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Invite parents to attend meeting addressing student impacts from chronic absenteeism. Home visits to families to bolster school/home relationships.	Teachers Counselor Dean Principal								
				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Increase student self-management skills including management of emotions and schoolwork. Continue to increase number of parent/school events in community. Critical Root Cause: SEL instruction. Guidance lessons.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

For Title I Elements, please see Addendum.

Community Outreach Activities

Activity	Date	Lesson Learned
Literacy Night	October, 2025	
Bingo Night	September, 2025	
Bingo Night	February, 2026	
Math Night	April, 2026	
Sundae Send Off	May, 2026	