Washoe County School District

Florence Drake Elementary School

Classification: 3 Star School

Title I

2026-2027 School Improvement Plan

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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.

Table of Contents

Comprehensive Needs Assessment 4

Student Success 5

Adult Learning Culture 9

Connectedness 12

Priority Problem Statements 15

Data Documentation for CNA 17

Student Success 18

Adult Learning Culture 18

Connectedness 18

Inquiry Areas 20

Inquiry Area 1 : Student Success 21

Inquiry Area 2 : Adult Learning Culture 23

Inquiry Area 3 : Connectedness 25

Schoolwide and Targeted Assistance Title I Element Summary 27

Schoolwide and Targeted Assistance Title I Elements 28

1.1 Comprehensive Needs Assessment 28

Community Outreach Activities 29

Comprehensive Needs Assessment

Student Success

Areas of Strength

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

For the 2025/2026 school year, 46% of students who were 1+ grade levels behind achieved their Stretch Growth, as measured through iReady Diagnostics in Reading.

For the 2025/2026 school year, 44.5% of students who were 1+ grade levels behind achieved their Stretch Growth, as measured through iReady Diagnostics in Math.

Our SPP is written at both the Tier 1 instructional level and toward reducing achievement gaps for all students 1+ grades below level.

Ultimately 1 out of 2 students who are significantly below level are making adequate growth to catch up with peers. Knowing this starting point, are long term goal is to drastically improve this rate.

SBAC Data for the 2026/2027 school year showed a slight drop in ELA proficiency from 65% to 63%.

SBAC Data for the 2026/2027 school year showed a significant drop in math proficiency from 67% to 63%.

The decline in SBAC proficiency levels was seen mostly in the 4th and 5th grade cohorts. The 4th grade cohort, which returns for this school year, saw significant declines in math proficiency, and a small decline in ELA scores. These specific students, moving into 5th grade, will be a singular target audience for 5th grade teachers this year.

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.

2026-2027 Areas for Growth -

Drake Elementary students continue to show High Growth achievement relative to Median % Typical Growth in iReady. Our targeted growth areas, for specific students and Subpops, will be around advancing Stretch Growth for students 1+ grade levels behind.

In year two of using Reveal math curriculum, we are shifting teacher focus on the quality of student discussion, consistent use of Clarity Framework practices, and daily use of within lesson formative data for instructional adjustments.

Use of phonemic awareness instructional daily in Kinder-2nd grade (Tier 1), aligned phonics instruction based on student needs (1st and 2nd), 3rd grade adoption of tiered phonics program.

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

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language-based challenges.	Focus on Tier 1 scaffolds/strategies. Focused use of EL assistant supports. Teacher created EL Action Plans addressing each student's specific language needs with targeted classroom supports.

Student Group	Challenge	Solution
Foster/Homeless	Attendance and readiness depending on trauma.	Continue counseling supports, as needed. Work with families and agencies on attendance. Build strong staff/family/student relationships. Provide targeted supports based on academic need.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. **As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.**	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	n/a
Racial/Ethnic Minorities	Cultural differences. Relation barriers.	Strong home/school/student relations. Regular check ins
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	Critical Root Cause
1 ★	Teachers are not providing adequate student scaffolds/supports in Tier 1 instruction based on learner needs, as evidenced through iReady data and classroom assessments.	The critical root cause is that teachers have been providing one-size-fits-all learning activities, without necessary student scaffolds/supports.

★ = Priority

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.

School year 2025/2026, staff embraced the Building Thinking Classrooms professional development, increasing student language opportunities across all grades. Staff also began use of daily learning intentions. Staff positively adopted the Reveal math curriculum with fidelity. Staff reviewed and adapted practices toward better alignment with Science of Reading practices.

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

For school year 2026/2027, "Classroom walkthroughs and lesson plan review will indicate that 100% of teachers consistently implement clear learning intentions and aligned success criteria in daily instruction."

The Staff Climate Survey from 2025/2026 reflected a drop in perceived staff collaboration. There was an increase in staff who felt that school leadership does not make a sustained effort to address staff concerns.

For the 2026/2027 school year, school leadership has started the year with open communication around staff concerns. School leadership will meet with staff leadership monthly and continually revisit/ask about staff concerns, toward team solutions.

Pillar D: Culture of excellence and accountability

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language access to learning intentions and success criteria.	Language supports, sentence stems/ starters and academic vocabulary, guided supports
Foster/Homeless	Ability to focus	Intentional teacher review and student participation
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. **As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.**	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Cultural differences. Relation barriers.	Strong home/school/student relations. Regular check ins
Students with IEPs	Speech needs, or below level speaking capabilities	Structured service minute supports

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Students are not consistently engaged with the learning intention and success criteria, or not exposed to it.	Teachers are not consistently posting and reviewing before, during, and at the end of each lesson. Teachers are not facilitating student discussion and reflection opportunities to build awareness of the LISC.

★ = Priority

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.

For the 2025/2026 school year, overall attendance rates continued to be at a low level - 8%. This has increased a few percentage points in recent years, but that increase has also occurred while the staff has implemented more Tier 1 supports for students and families.

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

For the 2026/2027 school year, our focus is on providing individualized supports to students who were identified with chronic absenteeism last school year. This places the focus on growth with specific families rather than at a Tier 1 level, where we are doing well.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers and cultural differences	Translator support, regular check ins, family meetings
Foster/Homeless	Finding adequate supports depending on family needs.	Work with each family individually. Recognize trauma. Bussing and transportation needs.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. **As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.**	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Cultural differences. Relation barriers.	Strong home/school/student relations. Regular check ins
Students with IEPs	Behind grade level. Motivation.	Behavioral supports, as needed. Positive family communication. Academic supports individualized.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Students with chronic absenteeism can fall into negative habits across grade levels where absenteeism becomes the norm.	Students with chronic absenteeism issues tend to have a combination of limitations such as health/ illness, family/parent impacts, relationship disconnections at school, and/or academic gaps making learning more difficult.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Teachers are not providing adequate student scaffolds/supports in Tier 1 instruction based on learner needs, as evidenced through iReady data and classroom assessments.	The critical root cause is that teachers have been providing one-size-fits-all learning activities, without necessary student scaffolds/supports.
2 ★	Students are not consistently engaged with the learning intention and success criteria, or not exposed to it.	Teachers are not consistently posting and reviewing before, during, and at the end of each lesson. Teachers are not facilitating student discussion and reflection opportunities to build awareness of the LISC.
3 ★	Students with chronic absenteeism can fall into negative habits across grade levels where absenteeism becomes the norm.	Students with chronic absenteeism issues tend to have a combination of limitations such as health/ illness, family/parent impacts, relationship disconnections at school, and/or academic gaps making learning more difficult.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **End-of-Unit Assessments**
- [x] **Grades**
- [x] **I-Ready**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Smarter Balanced (SBAC)**
- [x] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

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

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**

- [x] **Demographic data**
- [x] **School safety data**
- [x] **Social Emotional Learning Data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: Increase percentage of EL K-5 students, scoring one grade or more below in Reading and Math, making stretch growth on end of year iReady ELA Inform by 5% points. Currently this subgroup is scoring 46% in Reading, our goal is to increase by 5% to 51%. Currently, this subgroup is scoring 44.5% in Math, our goal is to increase by 6.5% to 51%.

Formative Measures: iReady Diagnostics, Reveal and Benchmark unit assessments, teacher created skills-based formative assessments, progress monitoring

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Use of Heggerty Phonemic Awareness daily K-2nd grade	Teachers	All year	
2	Heggerty, UFLI, and iReady Phonics	Teachers	All year	
3	Morphology aligned with Benchmark literacy	Teachers	All year	
4	Pathway access weekly and teacher of us Diagnostic data for student intervention	Teachers	All year	
5	Daily fluency practice during literacy block	Teachers	All year	
6	Students supports for those 1+ grades below level. iReady Diagnostic data	Teachers	All year	
7	Teacher designed weekly formative assessments in ELA, math, and science connected to current essential standards. Responsiveness to student support needs based on data.	Teachers	All year	

Position Responsible: Classroom teachers, interventionists, administration

Resources Needed: Heggerty Teacher's Manuals provided to each teacher. UFLI manuals provided to K-2nd grade teachers. Teachers have full access to District provided materials for implementing Heggerty phonics aligned with Benchmark Tier 1 instruction. Access to District provided Morphology word study in teacher Teams. Data analysis from BOY, MOY, and Pathway progress by teachers to set individualized supports. Fluency aligned in Benchmark for daily/weekly practice. Kinder, 1st, and 2nd grade were provided new Heggerty reader series for this effort. Teachers to analyze the data and provide interventions. Encouraged to use the iReady offline resources connected to student learning levels. PLC planning time, provided to teachers weekly. Teachers embedding Formative Assessments within their weekly lesson plans.

Evidence Level

Level 1: Strong:

Problem Statements: Student Success 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Teachers are not providing adequate student scaffolds/supports in Tier 1 instruction based on learner needs, as evidenced through iReady data and classroom assessments.	The critical root cause is that teachers have been providing one-size-fits-all learning activities, without necessary student scaffolds/supports.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Classroom walkthroughs and lesson plan review will indicate that 100% of teachers consistently implement clear learning intentions and aligned success criteria in daily instruction.

Formative Measures: PLCs, PD, SBAC, iReady, walk through data

Improvement Strategy 1

PLCs: Adapt Teacher Clarity professional learning through application of learning intentions and student success criteria with all essential Standards based lessons.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teacher Clarity PD provided District wide 3 times this year. Drake monthly PD on non-District training months. Focus on analyzing and evaluating LISC, and analyzing/improving assessments in alignment with LISC.	Classroom and resource teachers	Full year	

Position Responsible: Classroom teachers

Resources Needed: Planning team, feedback from walk throughs

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

November **February** **May**

Improvement Strategy 2

PLCs: Clarity Work

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers to post LISC for each lesson and review before, during, and at end of lesson. Students to take ownership of learning through reflection and monitoring of LISC growth.	Teachers		

Position Responsible: Classroom teachers

Resources Needed: PLC planning, PD learning, walk through feedback, classroom visits.

Evidence Level

Level 2: Moderate:
PLCs

Problem Statements: Adult Learning Culture 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Students are not consistently engaged with the learning intention and success criteria, or not exposed to it.	Teachers are not consistently posting and reviewing before, during, and at the end of each lesson. Teachers are not facilitating student discussion and reflection opportunities to build awareness of the LISC.

Inquiry Area 3 Connectedness

SMART Goal 1

Students identified as chronically absent in the prior school year will reduce their absentee rate by 5% by the end of the 2026/2027 school year.

Formative Measures: Student Climate Surveys (WCSD and Drake surveys)
Drake student attendance rates
School event participation rates
Parent supports/meetings

Improvement Strategy 1

SEL

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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	
2	Support plans for students with chronic absenteeism last school year, and any approaching/at this school year.	Admin, counselor, teachers.	Full school year	

Position Responsible: Classroom and resource teachers Dean of students Counselor Principal

Resources Needed: Daily/weekly attendance data tracking, family outreach/support, meeting with students to check in and with support plans.

Evidence Level

Level 1: Strong:
SEL

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Students with chronic absenteeism can fall into negative habits across grade levels where absenteeism becomes the norm.	Students with chronic absenteeism issues tend to have a combination of limitations such as health/illness, family/ parent impacts, relationship disconnections at school, and/or academic gaps making learning more difficult.

Schoolwide and Targeted Assistance Title I Element Summary

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
Drake staff hosting five parent nights with our Parent Engagement committee throughout the year. Two bingo nights: one in fall and one in winter. A math night in fall. A literacy night in spring. A Sundae Send Off event last week of school.	Sep, October 2026 February, March, May 2027	