

**Washoe County School District**  
**Florence Drake Elementary School**  
**2024-2025 School Performance Plan**

**Classification: 3 Star School**

**Distinction Designations:**  
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.*

# Value Statement

## 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/2024](https://nevadareportcard.nv.gov/DI/nv/washoe/florence_drake_elementary/2024)

Table of Contents

Comprehensive Needs Assessment ..... 4

    Student Success ..... 4

    Adult Learning Culture ..... 6

    Connectedness ..... 7

Priority Problem Statements ..... 8

Comprehensive Needs Assessment Data Documentation ..... 9

Goals ..... 11

    Goal 1: Student Success ..... 11

    Goal 2: Adult Learning Culture ..... 12

    Goal 3: Connectedness ..... 13

# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

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).

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.

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 Strengths

Increased from 59% proficient in Math in 2022 to 77% proficient in 2023. EL student math proficiency went from 41% in 2022 to 50% in 2023. Hispanic student math proficiency went from 56% in 2022 to 67% in 2023. 4th grade math proficiency has increased from 38% in 2022 to 92% in 2023. 5th grade math proficiency has increased from 41% in 2019 to 47% in 2023.

School year 2023/2024 marked a few data improvements in SBAC Math. Drake Elementary 3rd-5th graders overall in Math in 2024 was 72%. EL student math proficiency went from 50% in 2023 to 55% in 2024. Hispanic student math proficiency went from 67% in 2023 to 68% in 2024. 4th grade math proficiency went down from 92% in 2023 to 68% in 2024.

5th grade math proficiency has increased from 47% in 2023 to 62% in 2024.

In the 2023 SBAC Mathematics Claim of Problem Solving and Modeling/ Data Analysis, Drake Elementary 3rd-5th grade students scored 46% Above Standard and 54% At/Near Standard. In the 2024 SBAC Mathematics Claim of Problem Solving and Modeling/ Data Analysis, Drake Elementary 3rd-5th grade students scored 53% Above Standard and 43% At/Near Standard.

In the 2023 SBAC Mathematics Claim of Communicating Reasoning, Drake Elementary 3rd-5th grade students scored 54% Above Standard and 42% At/Near Standard. In the 2024 SBAC Mathematics Claim of Mathematics Claim of Communicating Reasoning, Drake Elementary 3rd-5th grade students scored 58% Above Standard and 37% At/Near Standard.

### **Problem Statements Identifying Student Success Needs**

**Problem Statement 1 (Prioritized):** 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 Cause:** Instructional time for math. Resources for skills gaps. Inability to identify mathematical procedural language and quantities in word problems. Inability to identify and work through appropriate formulas, solution-methods and/or mathematical representations.

# Adult Learning Culture

## Adult Learning Culture Summary

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."

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 Strengths

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.

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** Effectively monitor and coach students during Pathway interaction, and better utilize student minutes on-task and lessons completed data in the iReady platform to increase student growth for all students. **Critical Root Cause:** Loss of funding for our Building Learning Facilitator leading to decrease of student intervention supports beyond classroom teacher. Loss of funding for MTSS interventionist further limiting student supports. Need for readily accessible student interventions, EL supports, and student enrichment. Critical need to effectively engage all students with the iReady learning platform.

# Connectedness

## Connectedness Summary

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 WUSD 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%. This shows we successfully met our schoolwide goal.

for the 2024-2025 school year, Drake Goal will be to....

The Drake Elementary Connectedness Goal directly aligns to the following WUSD 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 Strengths

Small school zone and family community where parents appreciate home/school connection. Active guidance counseling and use of SEL strategies to bolster student SEL.

During 2023-2024 school year, 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.

## 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:** 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 Cause 1:** Instructional time for math. Resources for skills gaps. Inability to identify mathematical procedural language and quantities in word problems. Inability to identify and work through appropriate formulas, solution-methods and/or mathematical representations.

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** Effectively monitor and coach students during Pathway interaction, and better utilize student minutes on-task and lessons completed data in the iReady platform to increase student growth for all students.

**Critical Root Cause 2:** Loss of funding for our Building Learning Facilitator leading to decrease of student intervention supports beyond classroom teacher. Loss of funding for MTSS interventionist further limiting student supports. Need for readily accessible student interventions, EL supports, and student enrichment. Critical need to effectively engage all students with the iReady learning platform.

**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:

## Improvement Planning Data

- District goals
- School goals
- Early childhood literacy and math goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Formative and summative reviews

## Accountability Data

- State assessment performance report

## Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity
- Male/Female
- Special education
- At-risk
- EL

## Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Student surveys and/or other feedback

## Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

**Parent/Family/Community Data**

- Parent/family engagement, opportunities, attendance, and participation
- Volunteer opportunities, attendance, and participation

**Support Systems and Other Data**

- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity building resources data
- Study of best practices

# Goals

**Goal 1: Student Success**  
**Aligns with District Priority**

**Annual Performance Objective 1:** Drake ES will meet with 100% of students weekly to engage in math word problem solving. Student participation in mathematical discussions monitored and facilitated by teachers.

**Evaluation Data Sources:** SBAC Claims

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> iReady Teachers tracking student partner needs/levels by student needs (EL, SpEd, Tiered students) to make sure students have peer supports. Teachers tracking student participation in discussions. Making sure all students are first supported with peer discussions prior to class sharing. Teachers modeling/coaching how students should participate with discussions - accountable talk and use of EL proficiency level descriptors. <b>Formative Measures:</b> iReady Diagnostics <b>Position Responsible:</b> Classroom teachers, resource teachers  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk <b>- Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Student Success 1	Status Check		
	Jan	Apr	June
			N/A

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

**Annual Performance Objective 1 Problem Statements:**

Student Success
<b>Problem Statement 1:</b> 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. <b>Critical Root Cause:</b> Instructional time for math. Resources for skills gaps. Inability to identify mathematical procedural language and quantities in word problems. Inability to identify and work through appropriate formulas, solution-methods and/or mathematical representations.

Goal 2: Adult Learning Culture  
Aligns with District Priority

Annual Performance Objective 1: 100% of Drake ES teaching staff enhancing student-monitoring and coaching techniques during student iReady minutes to maximize learning outcomes.

Evaluation Data Sources: iReady

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1: PLC's</b> Teachers monitoring students during completion of iReady minutes through any one of the following methods: walking/checking in with specific students instructional/support (and tracking number of times and quantity of checks); teacher pulling small groups of students to work with offline materials from iReady which support iReady identified instructional gaps (intervention); teacher pulling small groups of students (or 1:1) to model/coach use of the platform, questioning techniques and interactive skills for lessons direct during student Pathway. <b>Formative Measures:</b> iReady Diagnostics and Progress monitoring, SBAC, MAP <b>Position Responsible:</b> Classroom and resource teacher  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - <b>Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1	Status Check		
	Jan	Apr	June
			N/A
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div><div></div></div><div>100%</div></div>Accomplished</div> <div><div><div><div></div></div><div></div></div>Continue/Modify</div> <div><div><div><div></div></div><div></div></div>Discontinue</div>			

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
<b>Problem Statement 1:</b> Effectively monitor and coach students during Pathway interaction, and better utilize student minutes on-task and lessons completed data in the iReady platform to increase student growth for all students. <b>Critical Root Cause:</b> Loss of funding for our Building Learning Facilitator leading to decrease of student intervention supports beyond classroom teacher. Loss of funding for MTSS interventionist further limiting student supports. Need for readily accessible student interventions, EL supports, and student enrichment. Critical need to effectively engage all students with the iReady learning platform.

Goal 3: Connectedness  
Aligns with District Priority

**Annual Performance Objective 1:** Improve student ability to persevere when challenged emotionally by 5%. Improving student ability to complete tasks when faced with challenge by 5%.  
Continue to increase number of parent/school events in community.  
Our goal is to maintain current attendance rate with an added goal of decreasing chronic absenteeism by 2%.

**Evaluation Data Sources:** Student Climate Surveys (WCSD and Drake surveys)  
Drake student attendance rates  
School event participation rates

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1: SEL</b> Students complete site-based SEL surveys quarterly. Teachers analyze data and use the data points to make SEL instructional decisions. Teacher collaborate with counselor around guidance lessons. <b>Formative Measures:</b> Student Climate Survey - WCSD Student SEL Surveys - Drake ES <b>Position Responsible:</b> Classroom and resource teachers Dean of students Counselor Principal  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk <b>- Evidence Level:</b> Strong <b>Problem Statements/Critical Root Causes:</b> Connectedness 1	Status Check		
	Jan	Apr	June
			N/A

Improvement Strategy 2 Details	Status Checks		
<b>Improvement Strategy 2:</b> Home Visits Invite parents to attend meeting addressing student impacts from chronic absenteeism. Home visits to families to bolster school/home relationships. <b>Formative Measures:</b> Student attendance data <b>Position Responsible:</b> Teachers Counselor Dean Principal  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk <b>- Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Connectedness 1	Status Check		
	Jan	Apr	June
			N/A

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Annual Performance Objective 1 Problem Statements:

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