

Washoe County School District
Nick Poulakidas Elementary School
2024-2025 School Performance Plan

Classification: 5 Star School



Mission Statement

We empower teachers and students to engage in a variety of differentiated resources to spark creative, confident, curious and resourceful learners in a student-focused environment that prepares students to be contributing members of our 21st Century society.

Vision

Nick Poulakidas Elementary School believes that all students have potential to become lifelong learners, thinkers and positive members of our community.

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 (Add a link to the school's School Rating Report.)

file:///C:/Users/kristina.deberry/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/39Y71T19/Poulakidas_Profile%20Book.pdf

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Comprehensive Needs Assessment

Revised/Approved: September 6, 2024

Student Success

Student Success Summary

We saw overall growth in both ELA and Math SBAC scores. Students met their typical growth in ELA for i-Ready and were very close in math.

Student Success Strengths

- Overall ELA growth 6% (SBAC)
- Overall Math growth 5% (SBAC)
- ELA had 57% @ or above grade level (iReady)
- Math had 54% at or above grade level (iReady)
- Math 68% met typical growth in i-Ready
- ELA 71% met typical growth in i-Ready
- SBAC ELA Proficiency for students on IEPs grew from 30% to 40% compared to previous year
- 20% Students identified as MLLs (Multilingual Learners) exited compared to 12% in the previous year
- Student Climate Survey scored "excellent" in student safety

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): On ELA SBAC, students in special pops (FRL, IEP, MLL) are achieving proficiency below the schoolwide population by 22-45%. On ACCESS, 20% of students are "entering" in reading. On iReady, 29% students did not achieve their typical growth goal. **Critical Root Cause:** For students identified as MLL, language development takes time and intentional instruction to develop language skills. For students on IEPs, specially designed instruction is needed to accelerate towards grade level standards.

Adult Learning Culture

Adult Learning Culture Summary

The data that was taken for the Staff Climate was taken in Fall 2023 and does not show most current data of the staff climate. Major discipline events increased from 8 per 100 students to 20 per 100 students. We saw an increase in Major discipline events in the subgroups of IEP and African American. In the staff climate survey, under fairness and respect we went down in the area of rules and expectations about student behavior being enforced equally. We also went down in the student behavior section by 10 points in the area of lack of respect of staff by students. Suspensions in the Multiracial subgroup went up from 1 per 100 students to 10 per 100 students. Work stress on the staff climate survey was an overall 55%. In the student climate survey (grades 2-4), students rated needs improvement in being bored in school.

Adult Learning Culture Strengths

Areas of Strength Reflected on Student, Staff and Family Climate Surveys:

- High expectations for success
- Strong school-home communication
- Students feel safe at school
- Strong staff collaboration
- Positive student relationships

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Students in grades 2-4 rated "I am bored in school." at a performance level of "Needs Improvement". Student behaviors are increasing across all student groups with the highest increase in the subgroups of IEP and African American. The number of individual students with major discipline events increased from 32 to 41.

Critical Root Cause: Root causes may include a lack of active engagement and student buy-in to the relevance of their learning. In addition, for behavior, we modified tracking systems and increased expectations leading to greater identification of major behavior events.

Connectedness

Connectedness Summary

After looking at the data, it is overall a positive reflection of our school community because we are at or above district levels on Climate Survey results.

Connectedness Strengths

Strengths from the Student, Staff and Family Climate Survey:

- School fit
- Family Efficacy
- Quality Education
- Communication with families
- Student and staff relationships
- Staff collaboration

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): The data shows an increase in documented discipline events in all student groups. There are misconceptions about bullying vs conflict among students. The data also reports low learning behavior from both parents and students. **Critical Root Cause:** Parent and student climate surveys show areas for improvement in social emotional skills possibly due to COVID. Student engagement is tied to SEL and real-world relevance so there is a demonstrated need for improved active engagement in the classroom.

Stakeholder Engagement

Stakeholder Engagement Summary

Prompt	Response
In 2-3 sentences, describe how the district engages required stakeholder groups in the needs assessment and decision making processes including: Parents and families, students at risk of failure and dropping out, educators and school leaders, community groups, historically underrepresented groups (ELs and MLs, racially & ethnically diverse stakeholders, indigenous populations, economically disadvantaged, transient populations), private and charter schools, and other hard-to-reach groups.	WCSD engaged stakeholders through the development of the Strategic Plan. Poulakidas ES engages stakeholders through community outreach events, PTO, and staff to family communication.
What lessons did you learn from your stakeholder groups that are informing your improvement priorities for the upcoming school year?	Families communicated a need for improved learning behaviors including skills such as organization and effort in school related activities.
What has worked well in your previous engagement efforts? What might you do differently to increase or improve engagement moving forward?	Poulakidas is fortunate to have a strong level of family involvement. As a school we can work to authentically engage families in their students' academic goals and strategies for success.

Stakeholder Engagement Strengths

Family Climate Survey Strengths:

- Quality Education
- Relationships and Respect
- Physical Safety
- Communication with School

Priority Problem Statements

Problem Statement 1: On ELA SBAC, students in special pops (FRL, IEP, MLL) are achieving proficiency below the schoolwide population by 22-45%. On ACCESS, 20% of students are "entering" in reading. On iReady, 29% students did not achieve their typical growth goal.

Critical Root Cause 1: For students identified as MLL, language development takes time and intentional instruction to develop language skills. For students on IEPs, specially designed instruction is needed to accelerate towards grade level standards.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Students in grades 2-4 rated "I am bored in school." at a performance level of "Needs Improvement". Student behaviors are increasing across all student groups with the highest increase in the subgroups of IEP and African American. The number of individual students with major discipline events increased from 32 to 41.

Critical Root Cause 2: Root causes may include a lack of active engagement and student buy-in to the relevance of their learning. In addition, for behavior, we modified tracking systems and increased expectations leading to greater identification of major behavior events.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: The data shows an increase in documented discipline events in all student groups. There are misconceptions about bullying vs conflict among students. The data also reports low learning behavior from both parents and students.

Critical Root Cause 3: Parent and student climate surveys show areas for improvement in social emotional skills possibly due to COVID. Student engagement is tied to SEL and real-world relevance so there is a demonstrated need for improved active engagement in the classroom.

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
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Special education
- EL
- Section 504 data
- Foster
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback

- Professional learning communities (PLC) data
- Evaluation(s) of professional development implementation and impact

Parent/Family/Community Data

- Parent/family surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: September 6, 2024





Goal 1: Student Success:

Aligns with District Priority

Annual Performance Objective 1: By the end of the 2024-2025 school year, Poulakidas will improve ELA scores for all students based on i-Ready growth measures, with 100% of students meeting or exceeding their typical growth goal.

We will focus on improving the number of students who meet/exceed their iReady Reading Typical Growth Goal. Typical Growth represents one year of learning. As such, we should strive for 100% of students to achieve this growth.

Evaluation Data Sources: iReady Reading Diagnostic Assessments, iReady My Path data as formative

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: iReady We will create a schoolwide focus on ELA agreements aligned to the science of reading that will be coupled with ongoing professional learning in book clubs across all grade levels rooted in research based best practices.</p> <p>Formative Measures: i-Ready data from MyPath iReady diagnostic assessments SBAC data Position Responsible: All staff who directly work with children.</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Promising Problem Statements/Critical Root Causes: Student Success 1</p>	Status Check		
	Jan	Apr	June
			N/A
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Annual Performance Objective 1 Problem Statements:

Student Success





Problem Statement 1: On ELA SBAC, students in special pops (FRL, IEP, MLL) are achieving proficiency below the schoolwide population by 22-45%. On ACCESS, 20% of students are "entering" in reading. On iReady, 29% students did not achieve their typical growth goal. **Critical Root Cause:** For students identified as MLL, language development takes time and intentional instruction to develop language skills. For students on IEPs, specially designed instruction is needed to accelerate towards grade level standards.

Goal 2: Adult Learning Culture:
Aligns with District Priority

Annual Performance Objective 1: By the end of the 2024-2025 school year, the grades 2-4 Climate Survey will indicate favorable performance level improvements in the category of "I am bored in school", from "Needs Improvement" to "Adequate". In addition, decreasing student behavior events and increasing student engagement will improve Staff Work Stress on the Staff Climate Survey from 55% to 65% favorable rating.

To increase active student engagement, thereby decreasing student behavior events.

Evaluation Data Sources: Staff Climate Survey and school climate survey for the staff three times a year focusing on work stress, student engagement, and respect towards staff. Infinite Campus behavior check three times a year. Grades 2-4 Climate Survey in the spring of 2025.

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: PLC Whole school staff focus on active engagement instructional strategies informed by the PDSA cycle.</p> <p>Formative Measures: Staff Climate Survey, School survey for staff three times a year, and Infinite campus behavior checks</p> <p>Position Responsible: all stakeholders</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
<p>Problem Statement 1: Students in grades 2-4 rated "I am bored in school." at a performance level of "Needs Improvement". Student behaviors are increasing across all student groups with the highest increase in the subgroups of IEP and African American. The number of individual students with major discipline events increased from 32 to 41. Critical Root Cause: Root causes may include a lack of active engagement and student buy-in to the relevance of their learning. In addition, for behavior, we modified tracking systems and increased expectations leading to greater identification of major behavior events.</p>





Goal 3: Connectedness:

Aligns with District Priority

Annual Performance Objective 1: By the end of the 2024-2025 school year, favorable responses in student engagement and SEL on the Student Climate Survey will increase from 71% to 76%.

To increase social emotional learning instruction and strengthen common SEL language among students and staff.

Evaluation Data Sources: Student Climate Survey

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: SEL Updated posters, common language regarding conflict and zones of regulation, and restorative practices. Formative Measures: Classroom check-ins, Observations from recess and playground behavior, IC check-in, Observations of students using Zones of Regulation and SEL strategies, and Restorative practices Position Responsible: All staff Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Moderate Problem Statements/Critical Root Causes: Connectedness 1</p>	Status Check		
	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Annual Performance Objective 1 Problem Statements:

Connectedness
<p>Problem Statement 1: The data shows an increase in documented discipline events in all student groups. There are misconceptions about bullying vs conflict among students. The data also reports low learning behavior from both parents and students. Critical Root Cause: Parent and student climate surveys show areas for improvement in social emotional skills possibly due to COVID. Student engagement is tied to SEL and real-world relevance so there is a demonstrated need for improved active engagement in the classroom.</p>