Washoe County School District

Nick Poulakidas Elementary

2021-2022 School Performance Plan:
A Roadmap to Success

Nick Poulakidas Elementary School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Don Angotti for more information.

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School Designations: ☐ Title I   ☐ CSI   ☐ TSI   ☐ ATSI   ☐ Zoom   ☐ Victory

School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see Every Student Succeeds Act (ESSA), and for detailed information about the School and District rating system, see the School Rating Overview.

	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
Enrollment Data											
School	849	0.4%	12%	18%	1%	59%	0.5%	8%	11%	8%	12%
District	61,642	1.26%	4.2%	41.77%	2.5%	42.59%	1.4%	6.22%	14.22%	14.31%	47.38%
State	481,345	0.82%	5.51%	43.44%	11.76%	29.97%	1.4%	7.03%	12.41%	13.37%	73.15%

Academic Year	School/ District	Math Proficiency	Math Growth (MGP)	Math Growth (AGP)	ELA Proficiency	ELA Growth (MGP)	ELA Growth (AGP)	Science Proficiency	ELPA Proficiency	ELPA Growth (AGP)
Student Performance Data										
2018	School	NA	NA	NA	NA	NA	NA	NA	NA	NA
2018	District	41.6%	52	40	49.3%	51	51	36.9%	12	41.9
2019	School	NA	NA	NA	NA	NA	NA	NA	NA	NA

	District	40.8%	50	39	49.3%	51	52	36.4%	10.7	36.2
2021	School	65%	NA	NA	70%	NA	NA	50%	20%	67%
	District	37%	NA	NA	44%	NA	NA	NA	10%	32%

4 Year ACGR			
	Grad Rate 2017-2018	**Grad Rate 2018-2019**	**Grad Rate 2019-2020**
School	NA	NA	NA
District			

School Climate Data			
	Cultural & Linguistic Competence	**Relationships**	**Emotional Safety**
School	395	364	377
District	359	345	334

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Don Angotti	**Principal**
Chantal Lee	**Assistant Principal**
Michelle Hampton (K), Baylee Endres (1st), Kelly McBride (2nd), Kim Price (3rd), Janis Ni (4th), Amie Braik (5th), Mariah Enochson (SPED), Mike Recchia (Counselor), Jeanna Milligan (ELD), Sara McRae (LF)	**Staff Members**

Michelle Botelho (Clerical Aide)	**Paraprofessional**
Jessica Wright, Jessi Doering	**Parents**

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Back to School Meet and Greet	August 5, 2021 4:00-5:00 PM	600	Parents and students met classroom teacher prior to entering the building on the first day of school.
Fall Festival	September 28, 2021	800	School community builder
Parent/Teacher Fall Conferences	October18-22, 2021	98% parent attendance	Parents understand student progress and establish goals to focus on, revisiting those goals during spring conferences in February.
Data Presentation	October 27, 2021	34	Parents feel the school is producing a good product and that the school communicates with them on a consistent basis.

Inquiry Area 1 - Student Success

Part A

	Student Success		
	Student Performance	**Social and Emotional Learning**	**Access to Rigorous Texts and Tasks**
Data Reviewed	SBAC ELA, Math, Science Assessments 2021 Fall MAP ELA (K-3) Math Common Assessments ELA Common Assessments	Student Climate Survey data	Lesson Plans Common Assessments PLC Agendas
Problem Statement	The first year of existence, Poulakidas collected limited assessment data due to the pandemic eliminating the final 9 weeks of the school year. In year 2. Poulakidas had 1/3 of our students on distance learning and 2/3 of students in person. Numerous students were placed on exclusions due to close contacts, confirmed Covid tests and families were given an opt out option for state/district assessments. Currently, all students are being taught in the building, however, exclusions still exist due to Covid-19.		
Critical Root Causes	Students are still being excluded due to Covid-19 Protocols Students not attending school either in person or virtually. Students not working independently, giving up on assignments before completion. Lack of problem solving skills/strategies. District roll out of essential standards, common assessments while managing all of the protocols due to the pandemic. Gaps in achievement still exist between special program students to general education students.		

Part B

Student Success	
School Goal: Poulakidas will increase SBAC proficiency scores 3% to 5% across all grade levels on both the ELA and Math 2022 SBAC Assessment. All Kindergarten through 3rd grade levels will increase 3% to 5% the percentage of students scoring above the 40th percentile on the 2022 Spring MAP ELA Assessment.	**Aligned to Nevada's STIP Goal:** Goals 1, 3

Improvement Strategy:

Master schedule based on student needs, additional academic and social supports using intervention funding. Focus on strengthening PBIS, SEL and MTSS structures.

Evidence Level: 3-Promising

Intended Outcomes:

1. Students will not fall behind classroom peers academically when excluded from school due to Covid-19 related illnesses.
2. Chronic absentee students will improve academic performance by attending school on a consistent basis.
3. Social emotional learning lessons will provide students with strategies to be successful both academically and socially in the classroom.
4. Teachers will have a deeper understanding of the essential standards and analyze student work to determine intervention or acceleration.
5. Master schedule to meet the needs of all learners, providing enrichment and intervention opportunities, while building on school-wide systems.

Action Steps:

∉ Identify specific students needing support/enrichment.

∉ Teachers identify what success looks like for each student prior to advancing to the next grade.

- ∉ Attendance monitors to ensure all students attend school 90% or more of the time.

- ∉ Work with all teachers to ensure the needs of all students are being met, especially SPED and EL students.

- ∉ Develop consistent master schedule, established around responsible scheduling for students performing below grade level.

Resources Needed:

- ∉ Budget for intervention/enrichment teachers.

- ∉ Common assessments aligned to essential standards.

- ∉ Truancy officer to bring chronic absentee students to school on a consistent basis.

Each and every student is impacted in various ways. Our EL students are impacted, as are our general education students. The School Performance Plan is designed to analyze data that is relevant to all student achievement, including our EL students. Root causes were determined based on this data in order to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population. Please refer to Inquiry Area 1 (Student Success), Inquiry Area 2 (Adult Learning), and Inquiry Area 3 (Connectedness, when applicable) in the School Performance Plan for root causes that impact learning and achievement.

Language is not an intervention. EL teachers should be supporting ELs in Tier 1 instruction through whole group or small group instruction. Any pull out of students should be for Newcomers to accelerate language or provide explicit language instruction that supports Tier 1 content instruction.

Challenges to Tackle:

- ∉ Finding financial resources given limited budget.

- ∉ Hiring a quality candidates when there is a current shortage of people interested in jobs.

- ∉ Aligning curriculum, assessment, instruction and grading to essential standards horizontally and vertically.

- ∉ Parent participation in ensuring students attend school on a consistent basis.

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Teach language skills across all curriculum areas, while emphasizing productive language.

Foster/Homeless: Provide access to curriculum materials in multiple modalities.

Free and Reduced Lunch: Provide access to curriculum materials in multiple modalities.

Migrant: Not Applicable

Racial/Ethnic Minorities: Provide access to curriculum materials in multiple modalities.

Students with IEPs: Master schedule based on student needs, additional academic and social supports using intervention funding. Focus on strengthening PBIS, SEL and MTSS structures.

Inquiry Area 2 - Adult Learning Culture

Part A

	Adult Learning Culture		
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	Weekly PLC Notes	Staff Climate Survey	7 Stages of PLC ratings by grade level teams and admin feedback
Problem Statement	There is limited current data due to the pandemic and the fact that we are a new school. The staff climate data from 2019 represents a staff who was brand new to the school and reflects the optimism of opening a new school. Current data would likely reflect less optimism and more concern due to the current challenges including our school being the largest elementary population.		
Critical Root Causes	• Pandemic • Zoning		

	• Staff turnover

Part B

Adult Learning Culture

School Goal: All of our PLC teams will be functioning at a level 5 according to the 7 Stages of PLCs.	STIP Connection: Goal 2- All students have access to effective educators

Improvement Strategy: The administration team, along with the building coaches, will provide regular and timely observations and feedback to PLC teams.

Evidence Level *1*-Strong

Intended Outcomes:

All PLCs will be functioning at Level 5

All PLCs will include collaboration

There will greater focus on learning that is driven by results while nurturing a positive school climate

Action Steps:

- ∉   Leadership team will provide observations and feedback to teams

- ∉   Schoolwide collaboration and professional learning around effective PLC practices

Resources Needed:

- ∉   Continuous feedback for improvement

Challenges to Tackle:

∉ Admin is not always available to attend PLCs due to challenges of a large school including the need to resolve student and parent conflicts, manage additional bus runs, etc.

Improvement Strategy: PLC teams will regularly determine what level their teams are functioning at and goals for improving their PLC time.

Evidence Level 3-Promising

Intended Outcomes: Teams will engage in self-reflection and plan goals for improving their PLCs from within their own teams.

Action Steps:

∉ Grade level teams will meet every Wednesday for PLCs

∉ Grade level teams will include a rating based on the 7 Stages of PLCs weekly using evidence from the PLC

Resources Needed:

∉ Time for professional learning

Challenges to Tackle:

∉ Grade level teams need time to build relationships amongst each other to facilitate deeper PLC learning.

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: The continuous focus on the all students being "our students" and using resources provided by our ELD SF at PLCs to support our EL students.

Foster/Homeless: The continuous focus on the all students being "our students" within PLCs and using resources provided by our counselors to support our foster/homeless students.

Free and Reduced Lunch: The continuous focus on the all students being "our students" and using resources provided by our counselors and kitchen staff to support our free and reduced lunch students.

Migrant: Non Applicable

Racial/Ethnic Minorities: The continuous focus on the all students being "our students" and using resources provided by our ELD SF and counselors.

Students with IEPs: The continuous focus on the all students being "our students" and using resources provided by our ELD SF, counselors, resource team, speech pathologist, occupational therapist, and the school psychologist.

Inquiry Area 3 - Connectedness

Part A

	Connectedness		
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed	5th Grade Student Climate Survey 2020-2021 Chronic Absenteeism Report 2020-2021	School Climate and Safety Staff Survey 2019-2020	Family Climate Survey

Problem Statement	The first year of existence, Poulakidas students and staff had limited opportunities for connectedness in the final 9 weeks of the school year due to school closures caused by COVID-19. In year 2, Poulakidas had 1/3 of our students on distance learning and 2/3 of students in person continuing to impact social and academic connectedness. Numerous students were placed on exclusions due to close contacts and confirmed Covid tests. Additionally, students and staff were kept in "pods" limiting interactions to individual classrooms. Families were also restricted from campus and family events were held virtually, further affecting connectedness. Currently, all students are being taught in the building, however, exclusions and safety protocols still exist due to Covid-19.
Critical Root Causes	COVID related protocols for mask wearing and social distancing Restrictions on family and community presence on campus Interpersonal challenges from transition out of distance learning and back to in person learning

Part B

Connectedness	
School Goal: By December 2021, increase 5th Grade Student Climate Survey favorability in the area of SEL Relationship Skills from 65% to 69%, meeting the elementary school average for our District.	**STIP Connection:** Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.
Improvement Strategy: Poulakidas Elementary will implement the Brief Climate Survey for grades 2-4 and use the results to inform SEL instruction and PBIS supports across all grade levels. **Evidence Level** *3- Promising*	
Intended Outcomes: Align SEL instruction and PBIS supports to student needs.	

Action Steps:

- ∉ Administer Brief Climate Survey for Grades 2-4 in December 2021.

- ∉ PDSA Cycle using results from survey.

- ∉ Incorporation of support through PBIS

Resources Needed:

- ∉ WCSD Climate Survey for Grades 2-4

- ∉ Family permission for participation in survey

- ∉ Instructional time and PLC time to engage in PDSA Cycle

Challenges to Tackle:

- ∉ Continuation of COVID Protocols- Social Distancing, masks, exclusions, etc.

- ∉ Time to engage in PDSA Cycle and intentionally adapt SEL instruction

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Analyze Student Climate Survey to identify needs specific to this group of students and develop an action plan including collaboration with our ELD Site Facilitator.

Foster/Homeless: Analyze Student Climate Survey to identify needs specific to this group of students and develop an action plan including collaboration with our school counselors and students' social workers.

Free and Reduced Lunch: Analyze Student Climate Survey to identify needs specific to this group of students and develop an action plan including collaboration with our ELD Site Facilitator and school counselors.

Migrant: N/A

Racial/Ethnic Minorities: Analyze Student Climate Survey to identify needs specific to this group of students and develop an action plan including collaboration with our ELD Site Facilitator.

Students with IEPs: Analyze Student Climate Survey to identify needs specific to this group of students and develop an action plan including collaboration with our special education team.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
General Budget	$55,230.00	General supplies, warehouse supplies, printing, toner, printer ink, web based programs, substitute teachers	Goals 1, 2, 3, 4, 6
ESSER III Tutoring Budget	$13,500	Interventionist K-5 ELA and Math (Long Term Sub)	Goals 1, 2, 3, 4, 6
Coordinated Early Intervening Services (CEIS)	$16,288.43	Interventionist K-5 ELA and Math (Long Term Sub)	Goals 1, 2, 3, 4, 6