Washoe County School District

Poulakidas ES

School Performance Plan: A Roadmap to Success

Poulakidas Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Chantal Lee
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Email:
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School Designations: ☐Title I ☐CSI ☐TSI ☐ TSI/ATSI

Our SPP was last updated on 9/24/23

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Chantal Lee	**Principal(s)** *(required)*
Jennifer Dahlen	**Other School Administrator(s)** *(required*
Jennipher James, Kristie Marchese, Sara McRae, Ashley Laverdure, Kristina DeBerry, Jeana Milligan, Megan Fritz, Baylee Endres	**Teacher(s)** *(required)*
	Paraprofessional(s) *(required)*
	Parent(s) *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*
Add additional members/roles as necessary	

School Demographics and Performance Information

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
http://nevadareportcard.nv.gov/DI/nv/washoe/nick_poulakidas_elementary_school/2023

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
SBAC Claim 3 Speaking and Listening is relative strength - SBAC Claim 4 Research and Inquiry is a relative strength 5th Grade SBAC ELA Growth Scores - SBAC ELA Growth for students in sub-populations saw overall growth - EL, FRL, and IEP special populations had growth on Math SBAC	*SBAC Claim 1 Reading and Claim 2 Writing are areas of needed growth* - Decline in overall SBAC ELA Achievement - SBAC Claim 1 Concepts and Procedures is a needed growth area - Maintained achievement in overall SBAC Math; no growth

Problem Statement:

SBAC is a summative measure restricting our ability to reliably, formatively assess student progress throughout the school year. This data is not accessible until the end of summer. WCSD is launching iReady which offers real time data and better ability to access student data.

There was a schoolwide decline in a ELA achievement on SBAC and no growth in schoolwide Math achievement on SBAC.

Critical Root Causes of the Problem:

- *Student enrollment of almost 900 students stretches resources for admin and instruction.*

- *Large grade level teams attributed to lack of progress in achieving PLC in Stages 5 and above.*

Student Success

School Goal: *By the end of the 2023-2024 school year, Poulakidas will improve ELA scores for all students based on iReady growth measures, with 70% of students meeting or exceeding their growth goal. IReady is a new tool for WCSD so this will serve as a baseline year to inform future plans.*	**Aligned to Nevada's STIP Goal:**
Formative Measures:	☐ STIP Goal 1 ☐ STIP Goal 2
● *iReady data from MyPath*	X STIP Goal 3 ☐ STIP Goal 4
● *iReady diagnostic assessments*	☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: *Ongoing professional learning in iReady, Science of Reading, and participation in PLC at a level 5 or higher on the 7 Stages of PLC to inform differentiated instruction for students.*	**Lead:** *Who is responsible for implementing this strategy?*
Evidence Level: ESSA Evidence Level 2	*Administration; Teaching Staff; Collaboration with NWRPDP*
Action Steps: *What steps do you need to take to implement this improvement strategy?*	
● *Develop greater understanding of what is being covered in SBAC ELA Claim 1 Reading and Claim 2 Writing to inform our focus within iReady*	
● *Reflect on individual teacher data to connect outcomes to instructional practices*	
● *Scheduled time to engage in ongoing professional learning and PLCs*	
● *Strategic planning of interventions to support all students including writing interventions*	
Resources Needed: *What resources do you need to implement this improvement strategy?*	

- *Funding for Intervention position*

- *iReady training*

- *Collaboration with NWRPDP*

- *Our rockstar staff at Poulakidas ES*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: New program; time for training and use within the classroom*

- *Potential Solution: Prioritize purposeful scheduling to ensure effective implementation of iReady and Science of Reading instructional practices*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Interventionist funded through CEIS*

Resource Equity Supports[1]: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *22-23 WIDA Access data indicates that EL students' areas for growth are Speaking and Listening*

- Support: *Structured student to student discussion strategies emphasizing academic vocabulary*

Foster/Homeless:

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[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

- Challenge: *Some students who are Foster/Homeless, may experience chronic absenteeism, emotional dysregulation and/or unexpected learning behaviors affecting the data available to inform differentiated instruction.*

- Support: *Relationship building with students and families; Enlist support of School Counselor and implement attendance interventions as well as Zone of Regulation for self-management skills.*

Free and Reduced Lunch:

- Challenge: *27% of students who are FRL have chronic absenteeism; were in the 42nd percentile for achievement in the ELA MAP*

- Support: *Building meaningful relationships with families, transportation solutions, attendance incentives*

Migrant:

- Challenge: *N/A*

- Support: *N/A*

Racial/Ethnic Groups:

- Challenge: *Decline in SBAC ELA over all racial/ethnic populations; largest decline in Hispanic and African American populations*

- Support: *Individualized problem solving for the individual child utilizing iReady and differentiated Tier 1 Instruction*

Students with IEPs:

- Challenge: *Increase in students scoring Level 1 on ELA SBAC*

- Support: *Greater collaboration between resource teachers and general education teachers to differentiate for student needs*

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
- *100% favorable rating for "Expectations of Success" and "Home-School Communication" on Staff Climate Survey* - *99% favorable rating for "Staff Collaboration" on Staff*	- *88% favorable rating on "PLC Implementation" on Staff Climate Survey demonstrates room for growth in our coherence as a system*

Climate Survey	● *58% favorable rating on "Work Stress" on Staff Climate Survey demonstrates room for growth in collaboration and use of instructional tools to relieve work stress*

Problem Statement: iReady is a new learning platform for WCSD. Staff need professional learning to fully utilize this tool to positively affect student outcomes.

Critical Root Causes of the Problem:

● *First year implementation of iReady*

Adult Learning Culture

School Goal: *Build common understanding around the iReady platform and utilize the data to inform differentiated intervention/enrichment and differentiated tier 1 instruction as measured by staff feedback forms. This is a baseline year to establish data to inform future plans.* **Formative Measures:** ● *Staff survey conducted three times per school year: fall, winter, spring.*	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 X STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: *Professional learning sessions facilitated by iReady representatives. Professional learning through collegial collaboration during Professional Learning Community (PLC) meetings.*	**Lead:** *Who is responsible for implementing this strategy?*
Evidence Level: ESSA Evidence Level 2	*Administration; Teaching Staff*
Action Steps: *What steps do you need to take to implement this improvement strategy?*	
● *Schedule Professional learning sessions and PLC meetings.*	
Resources Needed: *What resources do you need to implement this improvement strategy?*	
● *iReady Representative*	
● *WCSD Professional Learning Days*	
Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*	
● *Implementation Challenge: Technology compatibility; Appropriate scheduling in instructional blocks*	
● *Potential Solution: Follow technology checklists with support of IT; Professional collaboration in PLCs*	
Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*	
● *No funding needed.*	

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *Students who are Multilingual Learners may have challenges with vocabulary and background knowledge*

- Support: *Scaffold instruction using language acquisition strategies.*

Foster/Homeless:

- Challenge: *Some students who are Foster/Homeless, may experience chronic absenteeism, emotional dysregulation and/or unexpected learning behaviors affecting the data available to inform differentiated instruction.*

- Support: *Relationship building with students and families; Enlist support of School Counselor and implement attendance interventions as well as Zone of Regulation for self-management skills.*

Free and Reduced Lunch:

- Challenge: *Some students who are FRL, may experience chronic absenteeism affecting the data available to inform differentiated instruction.*

- Support: *Relationship building with students and families; Enlist support of School Counselor and implement attendance interventions.*

Migrant:

- Challenge: *N/A*

- Support: *N/A*

Racial/Ethnic Groups:

- Challenge: *Potential deficiency in the area of culturally relevant connections available in the iReady platform.*

- Support: *Intentionally plan for instruction with culturally responsive practices embedded.*

Students with IEPs:

- Challenge: *Some students may experience consistently below grade level performance resulting in teachers focusing on remediation rather than acceleration.*

- Support: *Intentionally plan for rigorous tier 1 instruction aligned to grade level standards with appropriate supports through Specially Designed Instruction (SDI).*

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
Our students are reporting positively in every category in comparison to WCSD elementary schools on Student Climate Survey *On Student Climate Survey, most areas of SEL saw significant increases* *On Student Climate Survey, 84% thought positive about the adult support in the building* *On the Parent Climate Survey areas of strength include communication, safety, relationships, and supportive place*	*On Student Climate Survey, an area for growth is SEL- Self Management of Emotion at 59%* *On Student Climate Survey, an area for growth is SEL – Self Management of Goals percentage at 67%* *An opportunity for growth is Family Efficacy at 77% from the Parent Climate Survey*

Problem Statement: Climate survey data demonstrates the need for growth in students' self-management of goals and emotions. This need pairs with an opportunity for growth by increasing family efficacy in their ability to make sure the school meets their child's learning needs.

Critical Root Causes of the Problem:

- *Residual effects from COVID shutdown and distance learning.*

- *Lack of student understanding of the Zones of Regulation as a means of regulating their emotions.*

- *Inconsistent goal setting with school-home collaboration.*

Connectedness

School Goal: *Use iReady to support student self-management of goals and family's self-efficacy around the school's ability to meet their child's specific learning needs as measured by the Student Climate Survey (72% favorable rating in Student Self-Management of Goals) and Family Climate Survey (80% favorable rating in the area of Family Efficacy).*	Aligned to Nevada's STIP Goal:
Formative Measures: ● *Goal setting conferences with students and families; Percentage of families engaged in this process*	☐ STIP Goal 1 ☐ STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 X STIP Goal 6

Improvement Strategy: *Student goal setting with school-home collaboration around iReady skills/data.* **Evidence Level:** *ESSA Evidence Level 3* **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● *Professional collaboration to develop goal setting tools for teachers to use with students and families.* **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● *Multiple forms of communication with families.* ● *Embedded time during the school day for teacher/student goal setting and well-checks.* **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* ● *Implementation Challenge:* *Setting appropriate goals with the newly implemented iReady platform.* ● *Potential Solution:* *Ongoing professional learning around iReady and it's features.*	**Lead:** *Who is responsible for implementing this strategy?* *All staff at Poulakidas ES*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *WCSD provided iReady trainings throughout the year.*

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *Potential language barrier with some students and families.*

- Support: *Use of translation services and devices such as Pocket Talks.*

Foster/Homeless:

- Challenge: *Some students who are Foster/Homeless, may experience adverse conditions to meet their physiological/survival needs, resulting in the perspective that academic goal setting is a lesser priority.*

- Support: *Work with counselor to offer wraparound services to help families meet students' physiological/survival needs, so students may be empowered to set academic goals.*

Free and Reduced Lunch:

- Challenge: *Some students who are FRL, may experience chronic absenteeism affecting the data available to inform and monitor goal setting.*

- Support: *Relationship building with students and families; Enlist support of School Counselor and implement attendance interventions.*

Migrant:

- Challenge: *N/A*

- Support: *N/A*

Racial/Ethnic Groups:

- Challenge: *Potential deficiency in the area of culturally relevant connections available through the goal setting process.*

- Support: *Intentionally plan for goal setting/instruction with culturally responsive practices embedded.*

Students with IEPs:

- Challenge: *Some students may experience consistently below grade level performance resulting in teachers focusing on remediation rather than acceleration, setting goals that are less rigorous.*

- Support: *Intentionally plan for rigorous goal setting and tier 1 instruction aligned to grade level standards with appropriate supports through Specially Designed Instruction (SDI).*

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
SPP Presentation at PTO Meeting	*9/5/23*	- *Families are interested in iReady and how it might be utilized at home* - *Continue to partner with families to increase authentic academic engagement with the school*