

Washoe County School District

Nick Poulakidas Elementary School

School Performance Plan: A Roadmap to Success

Nick 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: Don Angotti

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School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on October 13, 2022

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
Don Angotti	Principal(s) <i>(required)</i>
Chantal Lee	Other School Administrator(s) <i>(required)</i>
Kayleigh Smith, Jenne James, Kristie Marchese, Baylee Endres, Michele Hamilton, Kim Price, Janis Ni, Amy Rinck, Gina Lujan, Heather Power, Mariah Enochson, Jeana Milligan, Ashley Laverdure	Teacher(s) <i>(required)</i>
Michelle Botelho	Paraprofessional(s) <i>(required)</i>
Jessica Wright, Jessi Doering	Parent(s) <i>(required)</i>
Click here to enter text.	Student(s) <i>(required for secondary schools)</i>
Click here to enter text.	Tribes/Tribal Orgs <i>(if present in community)</i>
Sara McRae	Specialized Instructional Support Personnel
Click here to add additional members.	Click here to add their role.

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 [Nick Poulakidas Elementary School - Nevada Accountability Portal \(nv.gov\)](https://nv.gov/nv-accountability-portal/nick-poulakidas-elementary-school)



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
<ul style="list-style-type: none"> 91% of students at/near/above standard in problem solving and modeling/data analysis. 95% at/near/above standard in communicating reasoning. 	<ul style="list-style-type: none"> Consistent Math instruction K-5 Common academic vocabulary in mathematics Applying mathematical Concepts and Procedures
<p>Problem Statement: Poulakidas Math SBAC scores dropped from 62% proficient in 20/21 to 61% proficient in 21/22.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Inconsistent math instruction K-5. Lack of baseline assessment tools across all grade levels. Inconsistent use of Dream Box for students needing intervention. K-1 Math curriculum lacks independent practice. Lack of fluency with addition, subtraction, multiplication and division facts. 	

Student Success	
<p>School Goal: Increase math scores 3 to 5 percent on 22/23 SBAC Math Assessment.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> District Common Math Assessments Envision Math Topic Assessments Aimsweb Math Assessments 	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input checked="" type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p>



Improvement Strategy: Dream Box

Evidence Level: Tier 1 - Strong Evidence

Action Steps:

- Students will complete 5 lessons per week in Dream Box

Resources Needed:

- District funding \$6,500.00, provided for the 2022/23 school year.
- Student laptops/lpads
- Staff professional development for administration and data collection.
- Interventionist (160 days@\$100 per day)

Challenges to Tackle:

- Time during the instructional day and no dedicated math intervention block.
- Plan math intervention time at the end of math lesson instruction. Time management within the instructional lesson. Add an interventionist to staff using funding from intervention support.

Funding:

- District funding for intervention support, Dream Box.

Lead: *Who is responsible for implementing this strategy?*
School Administration

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

English Learners

- *Challenge:* 67% of EL students were not proficient on math SBAC.
- *Support:* EL Facilitator providing instruction around math academic language, word/focus walls, journals/notebooks.

Foster/Homeless:

- *Challenge:* Not Applicable
- *Support:* Not Applicable

Free and Reduced Lunch:

- *Challenge:* 61% of students receiving FRL were not proficient on math SBAC.
- *Support:* Intervention support centered on concepts and procedures.



Migrant:

- *Challenge:* Not Applicable
- *Support:* Not Applicable

Racial/Ethnic Groups:

- *Challenge:* 70% of African American students were not proficient on math SBAC
- *Support:* Provide research based math interventions to students within subgroup.

Students with IEPs:

- *Challenge:* 76% of students on IEP's were not proficient on math SBAC.
- *Support:* Align IEP goals to math concepts and procedures.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • There is strong and supportive leadership at our school that is responsive to teacher feedback. • There is a strong belief amongst staff that all educators set high standards for students and do everything they can to support all students being successful. • The additional PD days built into the schedule were helpful for staff development and collaboration amongst the staff. • There is a consistent schoolwide agreement that all kids are our kids. 	<ul style="list-style-type: none"> • PLCs often suffer because teachers need common planning time and part of the PLC time gets used for common planning. • Some teachers report that disruptive behaviors are common or highly common. • There is a high amount of teacher stress reported due to District initiatives. • There are more students who report they disagree or strongly disagree that teachers connect what they are doing to life outside of school than other areas.
<p>Problem Statement: The staff climate survey and formative feedback from teachers shows that staff report that the amount of time they are given on early release Wednesdays is not enough and that teacher stress is high.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Teachers do not have enough time to adequately collaborate around best practices and support their peers. 	



- Teacher reported stress is high because teachers are unable to support each other with best practices due to the limited amount of time.

Adult Learning Culture

School Goal: By the next staff climate survey, NPES will increase the amount of favorable responses to Early release Wednesdays by 3 to 5% for all staff members. By the next staff climate survey, NPES will increase the amount of favorable responses to work related stress by 3 to 5% for all staff members. By the next staff climate survey, NPES will increase the number of participants in the survey by 3 to 5% for all staff members.

Formative Measures:

- Staff climate survey
- Teacher feedback sheets in committee meetings
- Observations of PLC

Aligned to Nevada’s STIP

Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5

Improvement Strategy: Increasing PLC Team Time

Evidence Level: Tier 2 - Moderate Evidence

Action Steps:

- Site-based professional development to occur in November, January, and April
- Teacher grade level collaboration time built into all professional development days
- Additional paid PLC time to occur in addition to early release Wednesdays

Resources Needed:

- Funding for additional PLC time
- Autonomy from district level to make professional learning decisions for site based needs
- Professional development days granted from the state department

Challenges to Tackle:

- *Implementation Challenge:* Funding could potentially be cut for PLC time
- *Potential Solution:* Look for additional funding sources
- *Implementation Challenge:* District initiatives could be required for professional development

Lead: Who is responsible for implementing this strategy?
Administration and Teacher Teams



days.

- *Potential Solution:* Administration prioritizing site-based professional learning needs

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

- ESSER stipend pay for additional PLC time (200 hours)

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

English Learners

- *Challenge:* Our school has a wide variety of different cultures represented in our EL population. Many teachers don't have the experience of working with the variety of language needs that we see at our school.
- *Support:* Providing teachers with additional time to support each other in collaborative teams will allow for collective efficacy to build the capacity of teachers to learn and teach EL strategies to support students in this group. Additionally, with PLC time held outside of early release Wednesday it allows for the opportunity for our ELD Site Facilitator to participate with more groups and provide resources for teachers to best support our EL students.

Foster/Homeless:

- *Challenge:* Not Applicable
- *Support:* Not Applicable

Free and Reduced Lunch:

- *Challenge:* Our school has many students with individual learning needs within this group and teachers need time to effectively



review the needs of individual students in this group and receive support from grade level peers in their collaborative teams.

- *Support:* Providing teachers with additional time to support each other in collaborative teams will allow for collective efficacy to build the capacity of teachers to learn and teach new strategies to support students in this group. Additionally, with PLC time held outside of early release Wednesday it allows for the opportunity for our learning facilitator to participate with more groups and provide resources for teachers to best support students in this group.

Migrant:

- *Challenge:* Not Applicable
- *Support:* Not Applicable

Racial/Ethnic Groups:

- *Challenge:* Our school has a wide variety of different racial and ethnic groups represented in our school population. Many teachers don't have the experience of working with the variety of racial/ethnic groups that we see at our school.
- *Support:* Providing teachers with additional time to support each other in collaborative teams will allow for collective efficacy to build the capacity of teachers to learn and teach new strategies to support students in this group. Additionally, with PLC time held outside of early release Wednesday it allows for the opportunity for our learning facilitator to participate with more groups and provide resources for teachers to best support students in this group.

Students with IEPs:

- *Challenge:* Our school has a wide variety of different cultures represented in our EL population. Many teachers don't have the experience of working with the variety of language needs that we see at our school.
- *Support:* Providing teachers with additional time to support each other in collaborative teams will allow for collective efficacy to build the capacity of teachers to learn and teach new strategies to support students in this group. Additionally, with PLC time held outside of early release Wednesday it allows for the opportunity for our resource teachers to participate with more groups and provide resources for teachers to best support students in this group.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • Student Climate Data shows strengths in: Adult Respect & Adult Support, SEL Skill: Social Awareness, and Safety & 	<ul style="list-style-type: none"> • Student Climate Data shows a need for growth in SEL Skills: Self Awareness of Emotions, Goals and Schoolwork; Favorable



<p>Student Respect</p> <ul style="list-style-type: none"> • Staff Climate Data shows strengths in every area as compared to District averages, 100% favorable rating for Safety, Staff/Student Relationships, and Support from Administration • Parent Climate Data shows strengths in Communication with School, Relationships/Respect, Supportive Place and Physical Safety 	<p>rating for Student Engagement (making connections to how learning relates to their lives) is down 7%</p> <ul style="list-style-type: none"> • Staff Climate Data shows a need for growth in Early Release Wednesdays, Quality of WCSD and Work Stress • Parent Climate Data shows a need for growth in School Fit (adults perceive that children don't feel comfortable asking adults for help or that activities offered at school match student interests); Learning Behaviors (Academic support at home)
<p>Problem Statement: Based on Student Climate Survey Data, there have been declines in students' self-concept in the area of Self-Management of goals and schoolwork.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Residual affects of reduced academic rigor/demands due to COVID-19 shutdown and distance learning; Limited time for explicit instruction to SEL Competencies due to demands of instructional minutes in each content area and interventions. 	

Connectedness	
<p>School Goal: On the Student Climate Survey, increase students' perception of SEL Skills in the areas of Self-Management of Goals and Self-Management of Schoolwork. Increase Self-Management of Goals from 52% to 57% favorable rating to match the District average. Increase Self-Management of Schoolwork from 59% to 64% favorable rating.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> • Teacher observation, Student Surveys 	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input checked="" type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p>



<p>Improvement Strategy: Explicitly instruct to Self-Management skills across content areas.</p> <p>Evidence Level: Tier 1 - Strong Evidence</p> <p>Action Steps: <i>What steps do you need to take to implement this improvement strategy?</i></p> <ul style="list-style-type: none">• Alignment of Counseling Guidance Lessons through Quaver• Support staff with strategies such as T-Graph for Social Skills from GLAD: Whole staff on 11/8 PD Day• Lunchroom Reinforcement of PRIDE values: Specifically Perseverance & Dedication• Independent goal setting with students in core instruction as well as through the MTSS Tiered process• Visual supports for steps to achieve end goal <p>Resources Needed: <i>What resources do you need to implement this improvement strategy?</i></p> <ul style="list-style-type: none">• Teacher planning and preparation time• Family engagement aligned to SEL Competencies <p>Challenges to Tackle: <i>What implementation challenges do you anticipate What are the potential solutions?</i></p> <ul style="list-style-type: none">• <i>Implementation Challenge:</i> Whole school alignment• <i>Potential Solution:</i> Whole school agreements, professional learning supports <p>Funding: <i>What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?</i></p> <ul style="list-style-type: none">• General Budget	<p>Lead: <i>Who is responsible for implementing this strategy?</i> All Staff</p>
<p>Equity Supports: <i>Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?</i></p> <p>English Learners</p> <ul style="list-style-type: none">• <i>Challenge:</i> Access to curriculum for Multilingual Learners.• <i>Support:</i> GLAD and language development strategies. <p>Foster/Homeless:</p> <ul style="list-style-type: none">• <i>Challenge:</i> Not applicable	



- *Support:* Not Applicable

Free and Reduced Lunch:

- *Challenge:* Developing self-concept as it relates to Self-Management of goals and schoolwork.
- *Support:* Instruction to SEL curriculum and related strategies.

Migrant:

- *Challenge:* Not applicable
- *Support:* Not Applicable

Racial/Ethnic Groups:

- *Challenge:* Developing self-concept as it relates to Self-Management of goals and schoolwork.
- *Support:* Instruction to SEL curriculum and related strategies.

Students with IEPs:

- *Challenge:* Developing self-concept as it relates to Self-Management of goals and schoolwork.
- *Support:* Instruction to SEL curriculum and related strategies.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

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
Back to School Night 8/11/22	Enter Date	Parents informed of school-wide expectations, assessment data, grade level curriculum share-outs, school-wide projects, budgets and current school performance plan goals around student success, connectedness and adult learning.
PTO Meeting 9/6/22		
Fall Festival 9/27/22		
PTO Meeting 10/11/22		

