

Washoe County School District
Nick Poulakidas Elementary School
2025-2026 School Improvement 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.

Demographics & Performance Information

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/nick_poulakidas_elementary_school/2025/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- 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

Student Success Areas for Growth

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 Equity Resource Supports

Student Group	Challenge	Solution
English Learners	9% of students are identified as English Learners. Students identified as English Learners achieved 28% proficiency on the ELA SBAC in 2024-2025.	General Education collaboration with EL Facilitator and EL Assistant. Small group pull-out instruction and push-in tier 1 support provided by EL Assistant.
Foster/Homeless	N/A	
Free and Reduced Lunch	15% of students are identified as qualifying for FRL. These students achieved 49% proficiency on the ELA SBAC in 2024-2025.	Focused support through the PLC process to ensure needs are met through differentiated tier 1 instruction.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	N/A	
Students with IEPs	14% of students are on IEPs. Proficiency rates on the ELA SBAC in 2024-2025 for students on IEPs was half that of the whole school population.	Improved structures for general education and special education staff to collaborate around instruction and the progress monitoring process.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): On ELA iReady, 29% of students did not meet their Typical Growth Goal. Students in special populations (i.e. MLL, IEP) demonstrated rates of growth lower than typical peers.

Critical Root Cause: Schoolwide need for further alignment of Tier 1 instruction to Science of Reading research in the areas of vocabulary and comprehension. 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 Areas of Strength

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 relationship

Areas of Strength Reflected on Student Data:

- SBAC Math proficiency levels increased by 7% to 71% proficient

Adult Learning Culture Areas for Growth

71% of students achieved proficiency on the SBAC Math assessment in 2024-2025. In addition, only 61% of students achieved their typical growth goal in iReady.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	9% of students are English Learners. 50% of students in this sub-population in grades 3-5 showed proficiency on the Math SBAC.	Collaboration with EL Facilitator and intentionally designed instruction in PLCs to support students with language-based strategies.
Foster/Homeless	N/A	
Free and Reduced Lunch	15% of students are identified as qualifying for FRL. These students had a 50% proficiency rate on the 2024-2025 Math SBAC.	Intentional planning to address individual needs through differentiated tier 1 instruction.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Students identified as Hispanic achieved a 53% proficiency rate on the MATH SBAC in 2024-2025 as compared to 71% for the school.	Intentional planning to address individual needs through differentiated tier 1 instruction.
Students with IEPs	Students with IEPs achieved 50% proficiency on the MATH SBAC in 2024-2025 as compared to 71% for the school.	Strengthen collaboration between general education and special education staff to improve instruction and progress monitoring.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): 39% of students did not meet their Typical Growth Goal on the iReady Diagnostic assessment in math.

Critical Root Cause: Root causes may include a change in tier 1 instructional materials from first grade to second grade, misalignment of language and assessments (iReady, Bridges, enVision, etc.), lack of dedicated math intervention time and fewer differentiated resources.

Connectedness

Connectedness Areas of Strength

Strengths from the Student, Staff and Family Climate Survey:

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

Connectedness Areas for Growth

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 Equity Resource Supports

Student Group	Challenge	Solution
English Learners	9% of students are English Learners and may experience barriers in social connectedness due to limited English proficiency and fewer opportunities to practice social language in context leading to potential peer conflict or exclusions.	Integrate WIDA Can-Do statements into SEL instruction. Collaborate with EL teacher to create sentence stems and visual supports related to the Problem Solving Wheel.
Foster/Homeless	N/A	
Free and Reduced Lunch	Approximately 15% of students are FRL. Students may face stressors related to financial instability, food insecurity, or limited access to extracurricular activities outside of school, which can influence emotional regulation, attendance, and connection with peers.	Strengthen Tier 1 SEL and PRIDE instruction for all students through daily SEL routines, PBIS celebrations, and recognition systems. Increase access to free, inclusive activities such as Student Voice Counsel and school Soccer team.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	N/A	
Students with IEPs	Approximately 14% of students are on an IEP. Students receiving special education services often face social barriers and may experience frustration when communication, sensory, or behavioral needs are misunderstood by peers.	Implement SEL lessons and behavior tools between general and special education staff. Embed Zones of Regulation and self-advocacy language across settings. Ensure students in the Strategies program participate in schoolwide PRIDE and SEL initiatives to strengthen inclusion and connectedness.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): The data shows an overall "Adequate" Rating for the category: Peer Social & Emotional Learning Climate. Specifically, indicator: "Most students in my school get mad when they disagree with people" (2.02 Adequate) and indicator: "Most students in my school try to talk to other students if they are having a problem with them" (2.19 Adequate).

Critical Root Cause: Lack of time to explicitly teach social emotional skills around conflict resolution. Societal changes in how students interact and socialize affect conflict resolution skills.

Priority Problem Statements

Problem Statement 1: On ELA iReady, 29% of students did not meet their Typical Growth Goal. Students in special populations (i.e. MLL, IEP) demonstrated rates of growth lower than typical peers.

Critical Root Cause 1: Schoolwide need for further alignment of Tier 1 instruction to Science of Reading research in the areas of vocabulary and comprehension. 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: 39% of students did not meet their Typical Growth Goal on the iReady Diagnostic assessment in math.

Critical Root Cause 2: Root causes may include a change in tier 1 instructional materials from first grade to second grade, misalignment of language and assessments (iReady, Bridges, enVision, etc.), lack of dedicated math intervention time and fewer differentiated resources.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: The data shows an overall "Adequate" Rating for the category: Peer Social & Emotional Learning Climate. Specifically, indicator: "Most students in my school get mad when they disagree with people" (2.02 Adequate) and indicator: "Most students in my school try to talk to other students if they are having a problem with them" (2.19 Adequate).

Critical Root Cause 3: Lack of time to explicitly teach social emotional skills around conflict resolution. Societal changes in how students interact and socialize affect conflict resolution skills.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Criterion-Referenced Test in Mathematics
- End-of-Unit Assessments
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- Multi-Tiered System of Supports (MTSS)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- Other
 - i-Ready

Adult Learning Culture

- Administrator evaluation
- Master schedule
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Behavior
- PBIS/MTSS data
- Other
 - Climate Survey Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the end of the 2025-2026 school year, Poulakidas will improve ELA scores for all students based on i-Ready growth measures, with 80% 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, with 71% of students meeting Typical Growth in SY 24-25- 80% is a rigorous and realistic goal. iReady data is highly correlated to the SBAC assessment. Our schoolwide proficiency level in ELA on SBAC was 67%. This further establishes relevance for our focus on improved outcomes for all students in ELA.

Aligns with District Goal

Formative Measures: iReady Reading Diagnostic Assessments, iReady My Path data as formative, Common grade level assessments as formative

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	We will create a schoolwide focus on vocabulary to support comprehension aligned to the science of reading that will be coupled with ongoing professional learning in all grade levels rooted in research-based best practices.	All staff who directly work with children.	SY 2025-26			
Position Responsible: All staff who directly work with children.						
Evidence Level						
Level 3: Promising: i-Ready						
Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: On ELA iReady, 29% of students did not meet their Typical Growth Goal. Students in special populations (i.e. MLL, IEP) demonstrated rates of growth lower than typical peers. **Critical Root Cause:** Schoolwide need for further alignment of Tier 1 instruction to Science of Reading research in the areas of vocabulary and comprehension. 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.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-2026 school year, Poulakidas will improve math scores for all students based on i-Ready growth measures, with 80% of students meeting or exceeding their typical growth goal.

To increase student outcomes through effective implementation of the newly adopted Reveal Math curricular materials using best pedagogical practices. Our 2024-2025 schoolwide proficiency data on math SBAC was 72%.

- Aligns with District Goal**
- Formative Measures:** iReady Math Diagnostic Assessments, iReady My Path data as formative, Common grade level assessments as formative

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Whole school staff focus on effective instruction of NVACS Math Standards utilizing the newly adopted Reveal Math curriculum.	all stakeholders	SY 2025-2026			
Position Responsible: all stakeholders						
Evidence Level Level 2: Moderate: PLC						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: 39% of students did not meet their Typical Growth Goal on the iReady Diagnostic assessment in math. Critical Root Cause: Root causes may include a change in tier 1 instructional materials from first grade to second grade, misalignment of language and assessments (iReady, Bridges, enVision, etc.), lack of dedicated math intervention time and fewer differentiated resources.

Inquiry Area 3: Connectedness

SMART Goal 1: By the end of the 2025-2026 school year, increase favorable responses in the category of Peer Social & Emotional Learning Climate from 2.25 Adequate to 2.55 Excellent on the Grades 2-4 Climate Survey. Increase "Most students in my school get mad when they disagree with people" (2.02 Adequate) and "Most students in my school try to talk to other students if they are having a problem with them." (2.19 Adequate).

To increase social emotional learning instruction and strengthen common conflict resolution language and strategies among students.

Aligns with District Goal

Formative Measures: Student Climate Survey, Connectedness Committee Survey quarterly

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: SEL				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Establish schoolwide common language to support students with conflict resolution; Establish schoolwide common restorative questions for staff to support students in conflict; Implement daily SEL structures to incorporate direct instruction (i.e. class meetings, circles, etc.).	All staff	SY 2025-2026			
Position Responsible: All staff						
Evidence Level Level 2: Moderate: SEL						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: The data shows an overall "Adequate" Rating for the category: Peer Social & Emotional Learning Climate. Specifically, indicator: "Most students in my school get mad when they disagree with people" (2.02 Adequate) and indicator: "Most students in my school try to talk to other students if they are having a problem with them" (2.19 Adequate). Critical Root Cause: Lack of time to explicitly teach social emotional skills around conflict resolution. Societal changes in how students interact and socialize affect conflict resolution skills.

Community Outreach Activities

Activity	Date	Lesson Learned
Kindergarten Play Date	05/2025	Great community builder for incoming families
Back to School Night	8/2025	Engage families in academics; Establish relationships/ Communication
Family Math Night	2/2026	Interactive family night focused on math and problem solving