Washoe County School District

Nick Poulakidas Elementary School

Classification: 5 Star School

2026-2027 School Improvement Plan

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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.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- SY25-26 ELA End of Year iReady Diagnostic: 82% students at or above grade level; An increase of 25% over SY24-25 rate of 57%
- SY25-26 Math End of Year iReady Diagnostic: 80% students at or above grade level; An increase of 26% over SY24-25 rate of 54%
- SY25-26 ELA End of Year iReady Diagnostic: 65% students met or exceeded typical growth goal; A decrease of 6% from SY24-25 rate of 71%
- SY25-26 Math End of Year iReady Diagnostic: 67% students met or exceeded typical growth goal; A decrease of 1% from SY24-25 rate of 68%
- SY24-25 SBAC Overall ELA growth 6%
- SY24-25 SBAC Overall Math growth 5%
- SY24-25 SBAC ELA Proficiency for students on IEPs grew from 30% to 40% compared to previous year
- SY25-26 WIDA ACCESS: 23% students identified as MLLs (Multilingual Learners) exited compared to 20% (SY24-25) and 12% (SY23-24)

Areas for Growth

- SY25-26 ELA End of Year iReady Diagnostic: 65% students met or exceeded typical growth goal; A decrease of 6% from SY24-25 rate of 71%
- SY25-26 EOY iReady Diagnostic
    - Vocabulary: 75% on grade level, 25% below grade level
    - Comprehension: 79% on grade level, 21% below grade level

There are opportunities for growth in the vocabulary and comprehension domains.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	69% of students identified as English Learners achieved a level 3 or lower in the Speaking domain of the WIDA ACCESS assessment in SY25-26.	General Education collaboration with EL Facilitator and EL Assistant with an emphasis on student discourse and language development.
Foster/Homeless	0% Foster/CIT student population	
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	
Racial/Ethnic Minorities	N/A	

Student Group	Challenge	Solution
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	Critical Root Cause
1 ★	On ELA iReady, 37% of students identified as Multilingual Learners (MLLs) and 34% of students in Special Education, were projected to be proficient on SBAC. This is significantly lower than the rest of the school population, projected at 78% proficiency.	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.

★ = Priority

Adult Learning Culture

Areas of Strength

- SY25-26 Staff Climate Survey: 99% favorable rating for Expectations of Success
- SY25-26 Staff Climate Survey: 89% favorable rating for Staff Collaboration
- SY25-26 Staff Climate Survey: 98% favorable rating for Staff-Student Relationships
- SY25-26 ELA End of Year iReady Diagnostic: 82% students at or above grade level; An increase of 25% over SY24-25 rate of 57%
- SY25-26 Math End of Year iReady Diagnostic: 80% students at or above grade level; An increase of 26% over SY24-25 rate of 54%
- SY25-26 ELA End of Year iReady Diagnostic: 65% students met or exceeded typical growth goal; A decrease of 6% from SY24-25 rate of 71%
- SY25-26 Math End of Year iReady Diagnostic: 67% students met or exceeded typical growth goal; A decrease of 1% from SY24-25 rate of 68%
- SY24-25 SBAC Overall ELA growth 6%
- SY24-25 SBAC Overall Math growth 5%
- SY24-25 SBAC ELA Proficiency for students on IEPs grew from 30% to 40% compared to previous year
- SY25-26 WIDA ACCESS: 23% students identified as MLLs (Multilingual Learners) exited compared to 20% (SY24-25) and 12% (SY23-24)

Areas for Growth

- SY25-26 Staff Climate Survey: 27 point drop in Quality of WCSD, favorable rating of just 39%
    - "Overall I feel optimistic about the direction WCSD is headed." 29% favorable
    - "I feel like my work is valued by this District." 33% favorable
- SY25-26 Math End of Year iReady Diagnostic: 67% students met or exceeded typical growth goal; A decrease of 1% from SY24-25 rate of 68%
- SY25-26 Math End of Year iReady Diagnostic: 61% students identified as English Learners on grade level, compared to 82% of non-English Learners
- SY25-26 Math End of Year iReady Diagnostic: 50% students in Special Education on grade level, compared to 86% of non-Special Education Learners
- SY25-26 EOY Math iReady Diagnostic
    - Number and Operations: 83% on grade level, 17% below grade level
    - Algebra and Algebraic Thinking: 83% on grade level, 17% below grade level
    - Measurement and Data: 80% on grade level, 20% below grade level
    - Geometry: 76% on grade level, 24% below grade level

There are opportunities for growth with our students who are English Learners and in Special Education.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	On iReady Math, 61% students identified as English Learners on grade level, compared to 82% of non-English Learners	Collaboration with EL Facilitator and Capacity Builder to provide professional development in Math Language Routines, including co-teaching and PLC support.

Student Group	Challenge	Solution
Foster/Homeless	0% Foster/CIT student population	
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	
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	On iReady Math, 50% students in Special Education on grade level, compared to 86% of non-Special Education Learners	Strengthen collaboration between general education and special education staff to improve instruction and progress monitoring.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	On Math iReady, 58% of students identified as Multilingual Learners (MLLs) and 37% of students in Special Education, were projected to be proficient on SBAC. This is significantly lower than the rest of the school population, projected at 84% proficiency.	Schoolwide need for further alignment of Tier 1 instruction with a focus on conceptual understanding and procedural fluency, as well as language development. For students on IEPs, specially designed instruction is needed to accelerate towards grade level standards.

★ = Priority

Connectedness

Areas of Strength

Poulakidas Elementary School's strengths include a strong culture of safety, positive relationships between students and staff, growing PBIS systems, and students who demonstrate perseverance in learning. Survey data indicates that students feel safe, supported by caring adults, and motivated to do their best, providing a strong foundation for continued growth in student connectedness and social-emotional learning.

Areas for Growth

The lowest survey scores were in the Peer Social & Emotional Learning Climate category:

- Students stop and think before getting angry (2.09)
- Students talk through problems with peers (2.16)
- Students manage disagreements appropriately (2.11)
- Overall category score: 2.31 (Adequate)

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	While Poulakidas students report strong relationships with adults and a safe school climate, survey results indicate opportunities to strengthen peer relationships, communication, and conflict resolution. English Learners may have fewer opportunities to develop meaningful peer connections and engage in academic discourse, limiting both language development and school connectedness.	Integrate WIDA Can-Do statements into SEL instruction. Increase student connectedness by providing intentional opportunities for relationship-building, student voice, leadership, lunch clubs, and structured peer collaboration, with a focus on ensuring English Learners feel connected, valued, and actively engaged in the school community.
Foster/Homeless	0% Foster/CIT student population	
Free and Reduced Lunch	Approximately 15% of students are FRL. Students experiencing economic challenges may face barriers to participation in school activities, leadership opportunities, and relationship-building experiences, which can impact their sense of belonging, engagement, attendance, and connectedness to school.	Poulakidas Elementary School will increase connectedness for students experiencing economic challenges by expanding opportunities for relationship-building, student voice, leadership, lunch clubs, and positive adult mentorship to ensure all students feel a sense of belonging and engagement within the school community.
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 on an IEP may experience fewer opportunities for meaningful peer interactions, leadership experiences, and participation in schoolwide activities, which can impact their sense of belonging, engagement, and connectedness to the school community. As the school works to strengthen peer relationships and social-emotional competencies, it is important to ensure that students with IEPs have equitable access to relationship-building experiences and inclusive learning environments.	Poulakidas Elementary School will increase connectedness and belonging for students with IEPs by creating inclusive opportunities for participation in lunch clubs, student leadership, collaborative learning experiences, and schoolwide activities. Through intentional PBIS, SEL, and inclusive practices, staff will foster meaningful peer relationships, strengthen student voice, and ensure students with disabilities feel valued, supported, and connected to the school community.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	While students report feeling safe at school and supported by caring adults, survey data indicates opportunities to strengthen peer relationships, social-emotional skills, and students' sense of belonging within the school community. Students reported lower levels of confidence in their peers' ability to manage disagreements, regulate emotions, and resolve conflicts positively, resulting in an overall Peer Social & Emotional Learning Climate score of 2.31 (Adequate), below the "Excellent" benchmark of 2.55.	Students have limited and inconsistent opportunities to develop positive peer relationships, practice social-emotional competencies, and engage in meaningful connectedness experiences across the school community.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	On ELA iReady, 37% of students identified as Multilingual Learners (MLLs) and 34% of students in Special Education, were projected to be proficient on SBAC. This is significantly lower than the rest of the school population, projected at 78% proficiency.	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.
2 ★	On Math iReady, 58% of students identified as Multilingual Learners (MLLs) and 37% of students in Special Education, were projected to be proficient on SBAC. This is significantly lower than the rest of the school population, projected at 84% proficiency.	Schoolwide need for further alignment of Tier 1 instruction with a focus on conceptual understanding and procedural fluency, as well as language development. For students on IEPs, specially designed instruction is needed to accelerate towards grade level standards.
3 ★	While students report feeling safe at school and supported by caring adults, survey data indicates opportunities to strengthen peer relationships, social-emotional skills, and students' sense of belonging within the school community. Students reported lower levels of confidence in their peers' ability to manage disagreements, regulate emotions, and resolve conflicts positively, resulting in an overall Peer Social & Emotional Learning Climate score of 2.31 (Adequate), below the "Excellent" benchmark of 2.55.	Students have limited and inconsistent opportunities to develop positive peer relationships, practice social-emotional competencies, and engage in meaningful connectedness experiences across the school community.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

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

Adult Learning Culture

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

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **PBIS/MTSS data**
- [x] **Other**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By the end of the 2026-2027 school year, Poulakidas Elementary will increase ELA achievement for all students, with at least 85% meeting or exceeding grade-level proficiency on i-Ready assessments.

In SY25-26 we increased our ELA proficiency by 7%, growing from 75% in SY24-25 to 82% in SY25-26.

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

Improvement Strategy 1

Science of Reading based ELA instruction

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Schoolwide focus on the Science of Reading research to support reading development.	All staff who directly work with children.	SY 2026-27	✓

Position Responsible: All staff who directly work with children.

Resources Needed: State-approved and District-developed Science of Reading Professional Learning modules.

Evidence Level

Level 1: Strong:

Problem Statements: Student Success 1

Status Checks

November	February	May

Improvement Strategy 2

Teacher Clarity

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Schoolwide use of teacher clarity practices, aligning ELA standards, instruction, assessment and feedback.	All staff who teach reading, or supervise staff who teach reading.	SY26-27	

Position Responsible: All staff who teach reading, or supervise staff who teach reading.

Resources Needed: Nevada Academic Content Standards, Professional Learning Communities, Teacher Clarity Handbook

Evidence Level

Level 1: Strong:

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	On ELA iReady, 37% of students identified as Multilingual Learners (MLLs) and 34% of students in Special Education, were projected to be proficient on SBAC. This is significantly lower than the rest of the school population, projected at 78% proficiency.	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 2026-2027 school year, Poulakidas Elementary will increase math achievement for all students, with at least 85% meeting or exceeding grade-level proficiency on i-Ready assessments.

In SY25-26 we increased our math proficiency by 2%, growing from 78% in SY24-25 to 80% in SY25-26.

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

Improvement Strategy 1

Professional Learning Communities/Plan-Do-Study-Act Cycles

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Whole school staff focus on effective instruction of NVACS Math Standards utilizing the newly adopted Reveal Math curriculum with an emphasis on student discourse and modeling.	All staff who teach math, or supervise staff who teach math.	SY 2026-2027	✓

Position Responsible: All staff who teach math, or supervise staff who teach math.

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May

Improvement Strategy 2

Teacher Clarity

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Schoolwide use of teacher clarity practices, aligning math standards, instruction, assessment and feedback.	All staff who teach math, or supervise staff who teach math.	SY26-27	

Position Responsible: All staff who teach math, or supervise staff who teach math.

Resources Needed: Nevada Academic Content Standards, Professional Learning Communities, Teacher Clarity Handbook

Evidence Level

Level 1: Strong:

Problem Statements: Adult Learning Culture 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	On Math iReady, 58% of students identified as Multilingual Learners (MLLs) and 37% of students in Special Education, were projected to be proficient on SBAC. This is significantly lower than the rest of the school population, projected at 84% proficiency.	Schoolwide need for further alignment of Tier 1 instruction with a focus on conceptual understanding and procedural fluency, as well as language development. For students on IEPs, specially designed instruction is needed to accelerate towards grade level standards.

Inquiry Area 3 Connectedness

SMART Goal 1

By Spring 2027, Nick Poulakidas Elementary School will increase the overall favorable score in the Peer Social & Emotional Learning Climate category on the Grades 2-4 Conditions for Learning Survey from 2.31 (Adequate) to 2.55 (Excellent) by strengthening schoolwide PBIS and SEL systems through explicit instruction, restorative practices, consistent behavior expectations and reteaching, student leadership and lunch club opportunities, and structured conflict resolution routines that promote positive peer interactions and student connectedness.

Formative Measures: Student Climate Survey, Connectedness Committee Survey quarterly

Improvement Strategy 1

SEL

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement a schoolwide connectedness framework that strengthens peer relationships, social-emotional competencies, and student belonging through PBIS, SEL instruction, restorative practices, student leadership opportunities, lunch clubs, and intentional relationship-building experiences.	All staff	SY 2026-2027	✓

Position Responsible: All staff

Evidence Level

Level 2: Moderate:
SEL

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	While students report feeling safe at school and supported by caring adults, survey data indicates opportunities to strengthen peer relationships, social-emotional skills, and students' sense of belonging within the school community. Students reported lower levels of confidence in their peers' ability to manage disagreements, regulate emotions, and resolve conflicts positively, resulting in an overall Peer Social & Emotional Learning Climate score of 2.31 (Adequate), below the "Excellent" benchmark of 2.55.	Students have limited and inconsistent opportunities to develop positive peer relationships, practice social-emotional competencies, and engage in meaningful connectedness experiences across the school community.

Community Outreach Activities

Activity	Date	Lesson Learned
Teacher Meet & Greet	8/6/26	
PTO Meetings	Monthly	
Fall Festival	9/22/26	
Family Math Night	11/17/26	
Art Night	3/16/26	