

Washoe County School District

Echo Loder Elementary School

2025-2026 School Improvement Plan

Classification: 2 Star School

Title I, TSI

Mission Statement

The Echo Loder Community will:

- Establish a strong foundation in literacy that supports success by promoting the four domains: listening, speaking, reading and writing.
- Support students in achieving grade level standards while maintaining or increasing individual growth.
- Model and teach the meaning and value of Loder P.R.I.D.E.- Patience, Respect, Integrity, Determination, and Empathy.
- Provide relevant and real-world learning experience to all students.

Vision

Echo Loder is a community that cultivates and empowers life-long learners to become productive global citizens.

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/echo_loder_elementary_school/2025/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

13 students were exited from the EL program based on ACCESS scores.

In reading iReady 57% of students met typical growth for EOY 2024-2025 school year, compared to 45% from 2023-2024 school year.

In math iReady 50% of students met typical growth for EOY 2024-2025 school year, compared to 41% from 2023-2024 school year.

Student Success Areas for Growth

Passage of lessons in iReady to be at 2+ per week.

Increase the number of students making Expected Growth on ACCESS Testing.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students may be below grade level.	iReady MyPath is at student's instructional level.
Foster/Homeless	Students may be below grade level.	iReady MyPath is at student's instructional level.
Free and Reduced Lunch	Students may be below grade level.	iReady MyPath is at student's instructional level.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Students may be below grade level.	iReady MyPath is at student's instructional level.
Students with IEPs	Students may be below grade level.	iReady MyPath is at student's instructional level.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 43% of students did not meeting typical growth for reading according to iReady for 2024-2025 school year. 50% of students did not meeting typical growth for math according to iReady for 2024-2025 school year.

Critical Root Cause: Students are not aware of the expectations for growth withing iready. Data Chats for iReady did not happen until the second half of this year. This should happen earlier and more often during the school year.

Adult Learning Culture

Adult Learning Culture Areas of Strength

All teachers submit and receive feedback on weekly lesson plans.

Grade levels will still have one hour of common planning time together.

Additional staff have completed and or joing LETRS training.

Adult Learning Culture Areas for Growth

Continuation of using common assessment data during PLCs.

Implementation of new Revel math curriculum.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	N/A
Foster/Homeless	N/A	N/A
Free and Reduced Lunch	N/A	N/A
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	N/A	N/A
Students with IEPs	N/A	N/A

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teacher Clarity was a focus over the 2024-2025 school year. While we did not dive deep into the material, but covered half of the modules, diving deeper into specific modules to drive student success should be a continued focus.

Critical Root Cause: Some teachers have not built an understanding around the componets of Teacher Clarity. Some components were attempted but were not uniform in the school.

Connectedness

Connectedness Areas of Strength

- Reduction of chronic absenteeism from 24% to below 11%
- Coffee with Culpepper - quarterly
- Family Reading Nights - Monthly
- Parent Teacher Home Visit Program
- Attendance competitions between houses
- Messaging in weekly community updates focused around attendance
- Consistent message on school marquee about consistent attendance

Connectedness Areas for Growth

- Shift focus to working with students who are consistently on the chronic absenteeism list.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Consistent attendance can be a challenge.	Connect with a staff member at school, i.e.: social worker, counselor, administrator, Prevention/ Intervention TA
Foster/Homeless	Consistent attendance can be a challenge.	Connect with a staff member at school, i.e.: social worker, counselor, administrator, Prevention/ Intervention TA
Free and Reduced Lunch	Consistent attendance can be a challenge.	Connect with a staff member at school, i.e.: social worker, counselor, administrator, Prevention/ Intervention TA

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Consistent attendance can be a challenge.	Connect with a staff member at school, i.e.: social worker, counselor, administrator, Prevention/ Intervention TA
Students with IEPs	Consistent attendance can be a challenge.	Connect with a staff member at school, i.e.: social worker, counselor, administrator, Prevention/ Intervention TA

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): About 15 students are continually on the the chronic absenteeism list year after year.

Critical Root Cause: Parents are not aware of the connection between attendance in school and achievement. Lack of knowledge around reasons why students should not come to school.

Problem Statement 2 (Prioritized): Discipline data show that some WUSD schools are using exclusionary discipline practices (such as suspensions) at higher rates than others, particularly for specific student groups. This pattern limits learning time for affected students and may reflect inconsistencies in how behavior expectations and interventions are applied across schools.

Critical Root Cause: Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.

Priority Problem Statements

Problem Statement 1: 43% of students did not meeting typical growth for reading according to iReady for 2024-2025 school year. 50% of students did not meeting typical growth for math according to iReady for 2024-2025 school year.

Critical Root Cause 1: Students are not aware of the expectations for growth withing iready. Data Chats for iReady did not happen until the second half of this year. This should happen earlier and more often during the school year.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teacher Clarity was a focus over the 2024-2025 school year. While we did not dive deep into the material, but covered half of the modules, diving deeper into specific modules to drive student success should be a continued focus.

Critical Root Cause 2: Some teachers have not built an understanding around the componets of Teacher Clarity. Some components were attempted but were not uniform in the school.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: About 15 students are continually on the the chronic absenteeism list year after year.

Critical Root Cause 3: Parents are not aware of the connection between attendance in school and achievement. Lack of knowledge around reasons why students should not come to school.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: Discipline data show that some WCSD schools are using exclusionary discipline practices (such as suspensions) at higher rates than others, particularly for specific student groups. This pattern limits learning time for affected students and may reflect inconsistencies in how behavior expectations and interventions are applied across schools.

Critical Root Cause 4: Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.

Problem Statement 4 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
- Criterion-Referenced Test in Science
- Grades
- Multi-Tiered System of Supports (MTSS)
- MyPath
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- Other
 - i-Ready

Adult Learning Culture

- Administrator evaluation
- Lesson Plans
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Student Climate Survey
- Walk-through data

Connectedness

- Attendance
- Community surveys and/or other feedback
- Home Visits
- PBIS/MTSS data
- School safety data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: One hundred percent of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 30% of students who are two or more grade levels below on the first reading iReady Diagnostic will meet their stretch growth target on the third Diagnostic.

Aligns with District Goal

Formative Measures: Weekly Personalized Instruction Summary
Student Data Portfolios w/ Student Lesson Tracker
Student Data Chats
Master schedule

Improvement Strategy 1 Details					Status Checks																						
Improvement Strategy 1: iReady <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Conduct weekly reviews of student usage and lesson passage with the goal of students passing 3 or more reading and 3 or more math lessons each week.</td><td>Administration, Instructional Coach, Teachers</td><td>Ongoing weekly</td></tr><tr><td>2</td><td>Design master schedule to ensure all special groups are allocated specific time to meet weekly lesson passage goal.</td><td>Administration, Instructional Coach</td><td>Ongoing throughout year</td></tr><tr><td>3</td><td>Create an incentive program/system to support students in meeting weekly lesson passage goals.</td><td>Administration, Instructional Coach, Teachers</td><td>Ongoing throughout year</td></tr><tr><td>4</td><td>Students will utilize a lesson data tracker to monitor Personalized Path Lesson passage.</td><td>Administration, Instructional Coach, Teachers, Students</td><td>Ongoing throughout year</td></tr></table> Evidence Level Level 2: Moderate: iReady Problem Statements/Critical Root Cause: Student Success 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Conduct weekly reviews of student usage and lesson passage with the goal of students passing 3 or more reading and 3 or more math lessons each week.	Administration, Instructional Coach, Teachers	Ongoing weekly	2	Design master schedule to ensure all special groups are allocated specific time to meet weekly lesson passage goal.	Administration, Instructional Coach	Ongoing throughout year	3	Create an incentive program/system to support students in meeting weekly lesson passage goals.	Administration, Instructional Coach, Teachers	Ongoing throughout year	4	Students will utilize a lesson data tracker to monitor Personalized Path Lesson passage.	Administration, Instructional Coach, Teachers, Students	Ongoing throughout year	Status Check		
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					3	Create an incentive program/system to support students in meeting weekly lesson passage goals.	Administration, Instructional Coach, Teachers	Ongoing throughout year																			
4	Students will utilize a lesson data tracker to monitor Personalized Path Lesson passage.	Administration, Instructional Coach, Teachers, Students	Ongoing throughout year																								
Nov	Feb	May																									
No review	No review	No review																									

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: 43% of students did not meeting typical growth for reading according to iReady for 2024-2025 school year. 50% of students did not meeting typical growth for math according to iReady for 2024-2025 school year. Critical Root Cause: Students are not aware of the expectations for growth withing iready. Data Chats for iReady did not happen until the second half of this year. This should happen earlier and more often during the school year.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Classroom walk-throughs will indicate at least 75% of teachers consistently implement the four components of Teacher Clarity (Clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessment of student learning)

- Aligns with District Goal**
- Formative Measures:** PLC agendas, lesson plans, formative assessment data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Teacher Clarity				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Within PLC meetings, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs.	Administration, Instructional Coach, Teachers	Weekly			
2	Implement peer observation and feedback protocols and share observation takeaways during PLC meetings to promote continuous improvement.	Administration, Instructional Coach, Teachers	Ongoing Through School Year			
3	Lesson plans will identify formative assessments that will be used to inform and adjust instruction.	Teachers	Ongoing Through School Year			
Evidence Level						
Level 2: Moderate: Professional Learning Communities						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Teacher Clarity was a focus over the 2024-2025 school year. While we did not dive deep into the material, but covered half of the modules, diving deeper into specific modules to drive student success should be a continued focus. Critical Root Cause: Some teachers have not built an understanding around the componets of Teacher Clarity. Some components were attempted but were not uniform in the school.

Inquiry Area 3: Connectedness

SMART Goal 1: Students identified as chronically absent in the prior school year will reduce their absentee rate by 5%by the end of the current school year.

Aligns with District Goal

Formative Measures: Contracts/agreements, attendance reports, attendance review data, outreach communication, process/protocols

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: Family Engagement				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Collaborate with families to develop individualized attendance plans for students at risk of chronic absenteeism.	Administration, Teachers, Counselor, Social Worker, Truancy Officers	Ongoing			
2	Create and implement a system of incentives and recognition for students and families who demonstrate improved attendance.	Administration, Teachers, Counselor, Social Worker	Ongoing			
3	Conduct home visits for students who are at risk of chronic absenteeism.	Administration, Counselor, Social Worker, Truancy Officers, Teachers	Ongoing			
4	Organize workshops and information sessions specifically designed for parents/guardians to educate them on the importance of attendance and provide strategies for improving their child's attendance.	Administration, Instructional Coach, FACE, Teachers	Ongoing			
Evidence Level Level 3: Promising: Family Engagement Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: About 15 students are continually on the the chronic absenteeism list year after year. Critical Root Cause: Parents are not aware of the connection between attendance in school and achievement. Lack of knowledge around reasons why students should not come to school.

Inquiry Area 3: Connectedness

SMART Goal 2: By June 2027, increase Tier 1 fidelity to at least 85% as measured by the TFI walk-through and AIR MTSS rubric, and reduce out-of-school suspensions (OSS) by 25% for all students, with a 30% reduction for disproportionately impacted student groups. This goal will be achieved through inclusive practices that engage all staff and equitable strategies that address discipline disproportionality.

Aligns with District Goal

Formative Measures: TFI Walk-Through
PBIS SAS (Schoolwide and Classroom Systems)
AIR MTSS (Universal Tier)

Improvement Strategy 1 Details				Status Checks																		
Improvement Strategy 1: PBIS and MTSS <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>* Implement consistent schoolwide behavior expectations and teaching routines.</td><td>Admin</td><td>End of 26-27SY</td></tr><tr><td>2</td><td>* Use the PBIS SAS to identify staff perceptions of Tier 1 implementation gaps in both school-wide and classroom.</td><td>Admin</td><td>End of 26-27SY</td></tr><tr><td>3</td><td>* Conduct monthly data reviews to monitor discipline disproportionality.</td><td>Admin</td><td>End of 26-27SY</td></tr></table> Position Responsible: Admin Resources Needed: N/A Evidence Level Level 1: Strong: PBIS and MTSS Problem Statements/Critical Root Cause: Connectedness 2				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	* Implement consistent schoolwide behavior expectations and teaching routines.	Admin	End of 26-27SY	2	* Use the PBIS SAS to identify staff perceptions of Tier 1 implementation gaps in both school-wide and classroom.	Admin	End of 26-27SY	3	* Conduct monthly data reviews to monitor discipline disproportionality.	Admin	End of 26-27SY	Status Check		
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				3	* Conduct monthly data reviews to monitor discipline disproportionality.	Admin	End of 26-27SY															
Nov	Feb	May																				
No Review	No review	No review																				

SMART Goal 2 Problem Statements:

Connectedness
Problem Statement 2: Discipline data show that some WUSD schools are using exclusionary discipline practices (such as suspensions) at higher rates than others, particularly for specific student groups. This pattern limits learning time for affected students and may reflect inconsistencies in how behavior expectations and interventions are applied across schools. Critical Root Cause: Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

For all Title 1 Elements, please see attached addendum.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Block Party	August 7, 2025	Estimated that 130+ students attended.
Title 1 Family Meeting	September 16, 2025	13 parents attended
Family Reading Night	September 18, 2025	12 families attended
Family Library Trip	October 14, 2025	10 families, approx. 30 people attended
Family Reading Night	October 23, 2025	approx. 10 families attended
Fall Festival	October 30, 2025	Try to incorporate an academic piece to the event. Counted 307 people that came through the entrance.
Family Reading Night	November 13, 2025	
Family Math Night	November 20, 2025	
Family Reading Night	December 11, 2025	
Family Reading Night	January 15, 2026	
Family Reading Night	February 12, 2026	
Family Reading Night	March 12, 2026	
Family Reading Night	April 23, 2026	
Family Reading Night	May 21, 2026	