Washoe County School District

Echo Loder Elementary School

Classification: 2 Star School

Title I, ≥ 10% of enrolled students are English Learners

2026-2027 School Improvement Plan

District Approval Date:
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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.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

13 students were exited from the EL program based on ACCESS scores. 2 additional students exited EL program based on SBA scores.

Increase from 17% (2025) to 18% (2026) for students passing ELA SBA.,

Increase from 15%)2025) to 17 % (2026) for students passing Math SBA.

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.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students may be below grade level.	iReady MyPath is at student's instructional level. EL teachers teaching reading blocks with selected EL students. Students also pulled during intervention time.
Foster/Homeless	Students may be below grade level. Attendance may be impacted.	iReady MyPath is at student's instructional level. Ensuring staff is working with CIT liaison to make sure transportation is set up.
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. Students working with case managers to work toward IEP goals as well as grade level standards where appropriate.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	39% of students did not meeting typical growth for reading according to iReady for 2025-2026 school year. 51% of students did not meeting typical growth for math according to iReady for 2025-2026 school year.	Not all students are aware of the expectations for growth within iready. Data Chats for iReady included a data binder that was not consistently used.
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

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.

In all areas of the Staff Climate Survery improvement was shown except for Home-School Communication (drop of 1 point) and Quality of WCSD (drop of 1 point).

Areas for Growth

Continuation of using common assessment data during PLCs.

Implementation of new Revel math curriculum.

We will continue to work toward clearer communication with families. Weekly Sunday evening emails will continue, and attendance messaging will be sent every Tuesday morning via text message.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Limited english proficiency	EL teachers and ELF are working with grade level teachers to teach and build capacity around high leverage strategies for use with EL students.
Foster/Homeless	Inconsistent opportunities for consistent instruction.	Social worker and school counselor work with CIT department to ensure students identified as Foster/Homeless receive supports to improve or keep attendance consistent so they are at school to receive consistent instruction.
Free and Reduced Lunch	100% of our student population is FRL.	100% of our students receive free and reduced lunch. All of the supports in place for these students are supports we have in place for the whole school with tier 1 instruction and those identified as receiving supports through MTSS.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Inconsistent practices around cultural responsiveness.	Culturally responsive practices are used within our whole school to support not just minorities but all students.
Students with IEPs	Opportunity to work in small groups with students.	Student with IEPs work closely with their case managers to receive individualized education in small groups to work toward IEP goals.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Teacher Clarity was a focus over the 2025-2026 school year. The relevance of learning intentions and success criteria are not clearly conveyed to and understood by students.	PLCs focused on developing LIs and SCs during 2025-2026 school year. More forcus on classroom implementation is needed by teachers.

★ = Priority

Connectedness

Areas of Strength

Coffee with Culpepper - quarterly

Parent Teacher Home Visit Program

Messaging in weekly community updates focused around attendance

Consistent message on school marquee and weekly Sunday emails about consistent attendance

Areas for Growth

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

Continue to focus on chronic absenteeism after a small increase this last school year.

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
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	Critical Root Cause
1 ★	About 15 students are continually on the the chronic absenteeism list year after year.	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, i.e.: medical exclusion.
2 ★	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.	Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	39% of students did not meeting typical growth for reading according to iReady for 2025-2026 school year. 51% of students did not meeting typical growth for math according to iReady for 2025-2026 school year.	Not all students are aware of the expectations for growth within iready. Data Chats for iReady included a data binder that was not consistently used.
2 ★	Teacher Clarity was a focus over the 2025-2026 school year. The relevance of learning intentions and success criteria are not clearly conveyed to and understood by students.	PLCs focused on developing LIs and SCs during 2025-2026 school year. More forcus on classroom implementation is needed by teachers.
3 ★	About 15 students are continually on the the chronic absenteeism list year after year.	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, i.e.: medical exclusion.
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.	Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.
5 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = 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] **Criterion-Referenced Test in Science**
- [x] **Grades**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **MyPath**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Tier I Instructional Materials Assessments**
- [x] **WIDA ACCESS for ELLs**

Adult Learning Culture

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

Connectedness

- [x] **Attendance**
- [x] **Community surveys and/or other feedback**
- [x] **Home Visits**
- [x] **PBIS/MTSS data**

☑ **School safety data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By the end of the 2026-27 school year, 50% of English Learner students will demonstrate measurable growth on the ACCESS assessment, with differentiated growth targets based on current proficiency levels: students who scored 2.9 or below on the 2025-26 ACCESS assessment will increase their overall proficiency by at least 1.0 levels, and students who scored 3.0 or higher will increase their overall proficiency by at least 0.5 level in composite scores.

Improvement Strategy 1

PLC

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Strategic placement of ELs on trajectory to exit with teachers who are highly trained in the skill/ domain that matches needed language skill for exiting. *	Classroom Teacher, EL Teacher, Administration, Instructional Coach, ELF	Ongoing Through out Year	
2	Build intentional daily opportunities for structured academic talk to strengthen speaking and listening domains. Implement consistent discourse routings such as Think-Pair-Share, structured debates, or reciprocal teaching, require accountable talk with sentence stems and increase teacher modeling of academic conversation.	Classroom Teacher, EL Teacher, Instructional Coach, ELF, Adminstration	Ongoing Through out Year	
3	Coaching cycles with ELF and instructional coach implemented based on student/staff needs *	ELF, Instructional Coach, Classroom Teachers, EL Teachers	Twice per year per teacher	

Problem Statements: Student Success 2

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2

Increase percentage of K-5 students, scoring one grade level or more below, making stretch growth on end of year i-Ready ELA diagnostic/inform by 10 percentage points (currently 25%).

Formative Measures: Weekly Personalized Instruction Summary
Growth Monitoring in non-iReady Inform months
Student Data Portfolios w/ Student Lesson Tracker
Student Data Chats
PLC Progressions
Standards Mastery

Improvement Strategy 1

iReady/Science of Reading

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Engage in a phonics program evaluation to determine how well students are improving their phonics skills as a result of phonics programming, whether the program meets the needs of students, and whether K-5 coherence exists.	Administration, Instructional Coach, Teachers	Ongoing throughout year	
2	Establish weekly grade-level PLC time (30 minutes) anchored in a structured literacy block, with structured protocols for examining student work and calibrating instructional moves across foundational skills (phonemic awareness, phonics, fluency) vocabulary and language comprehension.	Administration, Instructional Coach, ELF, Teachers	Weekly	
3	Implement a high-quality literacy coaching cycle leveraging, Instructional Coaches, English Learner Facilitators, and other instructional leaders at the site to support strong consistent science of reading practices in every classroom twice during school year.	Administration, Instructional Coach, Teachers, ELF	Ongoing throughout year	
4	Analyze data to identify student strengths and skill deficits to provide targeted small group instruction focused on specific foundational reading skills and comprehension needs.	Administration, Instructional Coach, Teachers, ELF, Students	Ongoing throughout year	

Resources Needed: 1003a: Before/After School Tutoring Hours (Intervention)

Certified Hourly Teachers to provide academic intervention after school.

ESSA Evidence Level 3

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Adult Learning Culture 1

Status Checks

November **February** **May**

SMART Goal 2 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Teacher Clarity was a focus over the 2025-2026 school year. The relevance of learning intentions and success criteria are not clearly conveyed to and understood by students.	PLCs focused on developing LIs and SCs during 2025-2026 school year. More forcus on classroom implementation is needed by teachers.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Classroom walkthroughs and lesson plan review will indicate that 100% of teachers consistently implement clear learning intentions and aligned success criteria in daily instruction.

Formative Measures: PLC planning documents, lesson plans, formative assessment data, Walkthrough form data

Improvement Strategy 1

Professional Learning Communities

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Within PLC meetings, teachers will collaborate to define clear learning intentions and success criteria documented in lesson plans for daily lessons, aligned with curriculum standards and student needs.	Administration, Instructional Coach, Teachers	Weekly	
2	Require teachers to post, reference, and revisit learning intentions and success criteria throughout the lesson.	Administration, Instructional Coach, Teachers	Ongoing Through School Year	
3	Teachers will engage in peer observations and reflect upon best practices in PLC meetings.	Teachers, Collaborative Sub	Ongoing Through School Year	

Evidence Level

Level 2: Moderate:
Professional Learning Communities

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	Teacher Clarity was a focus over the 2025-2026 school year. The relevance of learning intentions and success criteria are not clearly conveyed to and understood by students.	PLCs focused on developing LIs and SCs during 2025-2026 school year. More forcus on classroom implementation is needed by teachers.

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.

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

Improvement Strategy 1

Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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	Weekly messages via text messaging and to family to reinforce the importance of consistent attendance.	Administration, Instructional Coach, FACE, Teachers	Ongoing	

Evidence Level

Level 3: Promising:
Family Engagement

Problem Statements: Connectedness 1, 2

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	About 15 students are continually on the the chronic absenteeism list year after year.	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, i.e.: medical exclusion.
2	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.	Limited access to or implementation of tiered behavior supports. Insufficient systems for monitoring and analyzing discipline data to identify and address trends early.

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.

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

Improvement Strategy 1

PBIS and MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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	

Position Responsible: Admin

Resources Needed: N/A

Evidence Level

Level 1: Strong:
PBIS

Level 3: Promising:
MTSS

Problem Statements: Connectedness 1, 2

Status Checks

November	February	May

SMART Goal 2 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	About 15 students are continually on the the chronic absenteeism list year after year.	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, i.e.: medical exclusion.
2	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.	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 Element Summary

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 6, 2026	149 students plus families attended. Great way to connect students with community resources while welcoming them to the new school year.
Family Library Field Trip	September 15, 2026	
Fall Campus Clean Up Day	November 7, 2026	
Favorite Person Friday	December 11, 2026	
Loteria Night	January 22, 2027	
Paren U Family Art Night	April 20, 2027	