



**District Name**

# Echo Loder Elementary School

## School Performance Plan: A Roadmap to Success

*Echo Loder 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:** Marcus Culpepper

**School Website:** [www.washoeschools.net/loder](http://www.washoeschools.net/loder)

**Email:** [MaCulpepper@WashoeSchools.net](mailto:MaCulpepper@WashoeSchools.net)

**Phone:** 775-689-2540

**School Designations:** ☒ Title I ☐ CSI ☐ TSI ☐ TSI/ATSI

*Our SPP was last updated on September 8, 2023*



## 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
Marcus Culpepper	<b>Principal(s)</b> <i>(required)</i>
Nicole Howard	<b>Other School Administrator(s)</b> <i>(required)</i>
Angelica Morales, Kelsey Parker, Jenn Smiley, Angela Benton, Ashley Butera, Penelope Lamberth, Janet Oade, Michaela Ports, Jessica Fernainy	<b>Teacher(s)</b> <i>(required)</i>
Kristin Kwitek	<b>Paraprofessional(s)</b> <i>(required)</i>
Tomasa Barraza	<b>Parent(s)</b> <i>(required)</i>
	<b>Student(s)</b> <i>(required for secondary schools)</i>
	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
Anna Miller	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>
<i>Add additional members/roles as necessary</i>	

## 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 [http://nevadareportcard.nv.gov/DI/nv/washoe/echo\\_loder\\_elementary\\_school/2023](http://nevadareportcard.nv.gov/DI/nv/washoe/echo_loder_elementary_school/2023)*



# 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"><li>• Focus on tier 1 instruction</li><li>• Extended collaborative team meeting times</li><li>• PLC meetings with focus on common assessments</li></ul>	<ul style="list-style-type: none"><li>• ELA and Math SBAC proficiency levels</li><li>• Grade level interventions (TST)</li></ul>
<p><b>Problem Statement:</b> As a whole school we saw a decline in both ELA and Math scores on SBAC. Our EL population performs significantly lower than the school average. While we had an increase in EL performance, we would like to continue to focus on strategies that will not only help EL students, but all students.</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"><li>• Students are not aware of the expectations for language production. Students are working on content but may not be required to use academic language. Students are not mastering the language strategies needed to strengthen their understanding of the concept/content.</li><li>• Lack of vertical alignment for language across grade levels.</li><li>• Curriculum scaffolds for EL students may be too general.</li></ul>	

Student Success							
<p><b>School Goal:</b> By June 2024 EL students will increase overall proficiency on SBAC by 5 percentage points.</p> <p><b>Formative Measures:</b></p> <ul style="list-style-type: none"><li>• Walkthrough data and observations</li><li>• MTSS</li><li>• PLC meetings and processes</li><li>• Collaborative team meetings (common planning)</li></ul>	<p><b>Aligned to Nevada's STIP Goal:</b></p> <table><tr><td><input type="checkbox"/> STIP Goal 1</td><td>X STIP Goal 2</td></tr><tr><td>X STIP Goal 3</td><td><input type="checkbox"/> STIP Goal 4</td></tr><tr><td><input type="checkbox"/> STIP Goal 5</td><td><input type="checkbox"/> STIP Goal 6</td></tr></table>	<input type="checkbox"/> STIP Goal 1	X STIP Goal 2	X STIP Goal 3	<input type="checkbox"/> STIP Goal 4	<input type="checkbox"/> STIP Goal 5	<input type="checkbox"/> STIP Goal 6
<input type="checkbox"/> STIP Goal 1	X STIP Goal 2						
X STIP Goal 3	<input type="checkbox"/> STIP Goal 4						
<input type="checkbox"/> STIP Goal 5	<input type="checkbox"/> STIP Goal 6						



**Improvement Strategy:** *All students at Echo Loder will have access to grade level curriculum through Benchmark.*

**Evidence Level:** Tier 3 – Promising Evidence

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- *Ensure use of Benchmark curriculum during walkthroughs and review of lesson plans.*
- *Teachers will receive PD on specific ELLevations strategies to be used each quarter as an extra layer of support with the district's ELA curriculum.*

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- *Learning Facilitator*
- *Benchmark curriculum*
- *Teacher training on Benchmark program*

**Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Common assessments have been removed by school district.*
- *Potential Solution: Teachers given PLC time to create, administer, and review common assessment data.*

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

- *General and Title 1 funds*

**Lead:** *Who is responsible for implementing this strategy?*  
*Administration*  
*Grade Level Teachers*  
*Specialist Teachers*  
*Learning Facilitator*

**Resource Equity Supports<sup>1</sup>:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

**English Learners**

- *Challenge: Students require specific language-based strategies to fully access and participate in grade level tier 1 instruction.*
- *Support: Teachers will use Ellevation strategies and other visual representations during instruction to support access to tier 1*

<sup>1</sup> “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



instruction.

**Foster/Homeless:**

- Challenge: Students require specific strategies to fully access and participate in grade level tier 1 instruction.
- Support: Teachers will use Ellevation strategies and other visual representations during instruction to support access to tier 1 instruction. Staff also works closely with students and guardians to ensure students are coming to school as often as possible.

**Free and Reduced Lunch:**

- Challenge: N/A
- Support: N/A

**Migrant:**

- Challenge: N/A
- Support: N/A

**Racial/Ethnic Groups:**

- Challenge: N/A
- Support: N/A

**Students with IEPs:**

- Challenge: Students require specific strategies to fully access and participate in grade level tier 1 instruction.
- Support: Teachers will use Ellevation strategies and other visual representations during instruction to support access to tier 1 instruction. Students will also receive specially designed instruction provided by special education case manager(s).

## Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>• <i>Grade levels and specialist teachers are submitting weekly lesson plans</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Consistent use of common assessments</i></li> <li>• <i>PLC Work</i></li> </ul>
<p><b>Problem Statement:</b> In order to improve student achievement, we need professional learning for staff centered around the use of common assessments. Staff could also benefit from observing other teachers inside and outside of our building.</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>• <i>Teachers are not consistently using common assessments to drive instruction</i></li> <li>• <i>Teachers need more PD around IAB and how to use them for common assessment planning</i></li> </ul>	



## Adult Learning Culture

**School Goal:** *By June 2024 all grade level teachers will administer bi-weekly common assessments to all classes. Teachers will use results from common assessments to drive instruction and reteach where necessary as measured by staff Common Assessment follow up document located in Teams.*

**Formative Measures:**

- *PLC time to create and review assessments*
- *Collaborative team meetings.*
- *Teacher observations*

**Aligned to Nevada's STIP Goal:**

- |                                      |   |
|--------------------------------------|---|
| <input type="checkbox"/> STIP Goal 1 | <input checked="" type="checkbox"/> STIP Goal 2 |
| <input type="checkbox"/> STIP Goal 3 | <input type="checkbox"/> STIP Goal 4            |
| <input type="checkbox"/> STIP Goal 5 | <input checked="" type="checkbox"/> STIP Goal 6 |

**Improvement Strategy:** *Use of PLC time on Wednesday early release days.*

**Evidence Level:** Tier 3 – Promising evidence

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- *Teachers need PD on IABs and how they can be helpful in creating common assessments.*
- *Create schedules for teachers to observe other teachers.*
- *Teachers will create and review data from common assessments across their grade level.*

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- *Staff to deliver PD around IABs*
- *Substitute teachers*

**Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge: Limited knowledge of IABs*
- *Potential Solution: Administration and LF will facilitate PD on how to use IABs for common assessments to drive instruction.*

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

**Lead:** *Who is responsible for implementing this strategy?*  
*Administration*  
*Learning Facilitator*  
*Teachers*



- *General and Title 1 funds.*

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

**English Learners**

- Challenge: Students require specific language-based strategies to fully access and participate in grade level tier 1 instruction.
- Support: Teachers will use Ellevation strategies and other visual representations during instruction to support access to tier 1 instruction.

**Foster/Homeless:**

- Challenge: Students require specific strategies to fully access and participate in grade level tier 1 instruction.
- Support: Teachers will use Ellevation strategies and other visual representations during instruction to support access to tier 1 instruction. Staff also works closely with students and guardians to ensure students are coming to school as often as possible. A school social worker is also available to students and families.

**Free and Reduced Lunch:**

- Challenge: N/A
- Support: N/A

**Migrant:**

- Challenge: N/A
- Support: N/A

**Racial/Ethnic Groups:**

- Challenge: N/A
- Support: N/A

**Students with IEPs:**

- Challenge: Students require specific strategies to fully access and participate in grade level tier 1 instruction.
- Support: Teachers will use Ellevation strategies and other visual representations during instruction to support access to tier 1 instruction. Students will also receive specially designed instruction provided by special education case manager(s) through push in and/or pull-out services.

### Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"><li>• <i>Coffee with Culpepper</i></li><li>• <i>Parent Teacher Home Visit Program</i></li></ul>	<ul style="list-style-type: none"><li>• <i>Chronic absenteeism rates</i></li></ul>
<b>Problem Statement:</b> 24% of students are chronically absent and 7% of students are severely chronically absent.	
<b>Critical Root Causes of the Problem:</b> <ul style="list-style-type: none"><li>• <i>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></li></ul>	

Connectedness	
<b>School Goal:</b> <i>By June of 2024 Echo Loder will see a decrease of 5% in chronic absenteeism and a 2% decrease in severely chronic absenteeism rates.</i>	<b>Aligned to Nevada's STIP Goal:</b> <input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2
<b>Formative Measures:</b> <ul style="list-style-type: none"><li>• <i>School based attendance monitor</i></li></ul>	





- *Classroom attendance incentives*

☐ STIP Goal 3    ☐ STIP Goal 4  
☐ STIP Goal 5    ☒ STIP Goal 6

**Improvement Strategy:** *School will use the Parent Teacher Home Visit Program and PBIS incentives to increase attendance rates.*

**Evidence Level:** Tier 2 – Moderate Evidence

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- *Administration will run weekly attendance reports.*
- *Attendance clerk will make daily calls for those who have unverified absences for the day.*
- *Individual classrooms can win prizes when they meet a goal of 15 days with 100% attendance.*
- *Use of school-based attendance monitors to track attendance*
- *School will provide resources to help support student attendance.*

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- *Infinite campus attendance reports*
- *Classroom Incentives*
- *Home Visit training*

**Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge: Incorrect information in IC panel regarding phone numbers. Parents sharing actual reasons that students are absent.*
- *Potential Solution: increase knowledge around absence codes and reasons for parents. Work with parents to update contact information in Infinite Campus.*

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

- *General Fund*

**Lead:** *Who is responsible for implementing this strategy?*  
*Administration*  
*Counselor*  
*Social Worker*  
*Attendance Clerk*



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

**English Learners**

- Challenge: Communication in Spanish with Spanish speaking families.
- Support: Utilize bilingual staff to make phone calls and connect with parents.

**Foster/Homeless:**

- Challenge: Attendance at school is sometimes affected by living situations of families. Homelessness can also make it difficult to update contact information.
- Support: Connect families with community resources. Utilize CIT program where needed.

**Free and Reduced Lunch:**

- Challenge: When students are absent, they are missing a nutritious meal provided by the school.
- Support: Educate parents on the meals students receive while at school.

**Migrant:**

- Challenge: N/A
- Support: N/A

**Racial/Ethnic Groups:**

- Challenge: Some cultural celebrations cause students to miss school.
- Support: Utilize attendance interventions at the school site.

**Students with IEPs:**

- Challenge: When students with IRPs are not in school it is affecting the number of minutes of special education services they are receiving, and this can cause a negative impact.
- Support: Educate parents on the importance of attendance so special education staff can meet the required minutes of instruction for students.

## 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
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<i>Back to School Night</i>	<i>August 10, 2023</i>	<ul style="list-style-type: none"><li>•</li></ul>
<i>Open House</i>	<i>August 30, 2023</i>	<ul style="list-style-type: none"><li>•</li></ul>