

Washoe County School District
Echo Loder Elementary School
2024-2025 School Performance Plan

Classification: 1 Star School

Distinction Designations:

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.

Value Statement

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 http://nevadareportcard.nv.gov/DI/nv/washoe/echo_loder_elementary_school/2024

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Comprehensive Needs Assessment

Student Success

Student Success Summary

In 2024 SBA data we saw a decline in both Reading and Math SBA scores.

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

Student Success Strengths

- Focus on tier 1 instruction
- Common planning time for grade levels - one hour per week during contract time
- PLC meetings with focus on teacher clarity and language strategies to support ELs and all students

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): As a school we saw a decline in both ELA and Math SBA scores. While we exited 15 students from EL services we still see this population performing significantly lower than the school average. **Critical Root Cause:** Students are not aware of the expectations for language production. Students are working on content but may not be required to use academic language in discourse. Students are not mastering the language strategies needed to strengthen their understanding of the concepts/content. Scaffolds for EL students are not removed in a timely manner.

Adult Learning Culture

Adult Learning Culture Summary

Last year staff spent time working on designing and administering common assessments with their grade levels. This year grade level teachers are still developing assessments and we are moving on to focusing on EL strategies that support all learning. Each month one PLC Wednesday will be focused on literacy strategies for staff. Strategies will be chosen after completing Learning Walks with EL staff and administration.

Adult Learning Culture Strengths

- All teachers submit and receive feedback on weekly lesson plans.
- We have 8 staff members that are either trained in LETRS or currently in training with LETRS.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): In order to improve student achievement we need professional learning for staff centered around the use of strategies that support ELs as well as other learners. Staff could benefit from observing other staff inside and outside of the building. **Critical Root Cause:** Teachers are not consistently using strategies that support ELs. Teachers need more PD around EL strategies and how to effectively implement them.

Connectedness

Connectedness Summary

In the last school year chronic absenteeism rates remained the same with no increase of students.

Connectedness Strengths

- Coffee with Culpepper - quarterly
- 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

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 24% of students are chronically absent. **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.

Priority Problem Statements

Problem Statement 1: As a school we saw a decline in both ELA and Math SBA scores. While we exited 15 students from EL services we still see this population performing significantly lower than the school average.

Critical Root Cause 1: Students are not aware of the expectations for language production. Students are working on content but may not be required to use academic language in discourse. Students are not mastering the language strategies needed to strengthen their understanding of the concepts/content. Scaffolds for EL students are not removed in a timely manner.

Problem Statement 1 Areas: Student Success

Problem Statement 2: In order to improve student achievement we need professional learning for staff centered around the use of strategies that support ELs as well as other learners. Staff could benefit from observing other staff inside and outside of the building.

Critical Root Cause 2: Teachers are not consistently using strategies that support ELs. Teachers need more PD around EL strategies and how to effectively implement them.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: 24% of students are chronically absent.

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Actions and strategies

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Special education
- At-risk
- EL

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher retention
- Teacher evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation

Support Systems and Other Data

- Master schedule
- Capacity building resources data

Goals

Goal 1: Student Success
Aligns with District Priority

Annual Performance Objective 1: By June 2025 we will increase SBA overall proficiency by 5 percentage points.

Evaluation Data Sources: iReady diagnostics, MAP

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: MTSS</p> <p>All students at Echo Loder will receive grade level tier 1 instruction through district adopted curriculums and materials.</p> <p>MTSS meetings PLC meetings Grade level common planning meetings</p> <p>Formative Measures: Walkthrough data and observations Master schedule Learning Walks (EL)</p> <p>Position Responsible: Administration Teachers</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	Status Check		
	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 1: As a school we saw a decline in both ELA and Math SBA scores. While we exited 15 students from EL services we still see this population performing significantly lower than the school average. **Critical Root Cause:** Students are not aware of the expectations for language production. Students are working on content but may not be required to use academic language in discourse. Students are not mastering the language strategies needed to strengthen their understanding of the concepts/content. Scaffolds for EL students are not removed in a timely manner.

Goal 2: Adult Learning Culture

Aligns with District Priority

Annual Performance Objective 1: By June 2025 100% of grade level teachers will have received professional learning based on effective EL strategies that are good for all students.

Evaluation Data Sources: PLC agendas
 PLC walkthrough observations
 Teacher observations

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: PLCs</p> <p>Use of Wednesday PLC time to provide professional learning around GLAD strategies, and other strategies that support literacy. Teachers will receive professional development around Teacher Clarity to build capacity.</p> <p>Formative Measures: Master schedule Common grade level planning output Teacher observations Learning Walk feedback</p> <p>Position Responsible: Administration Teachers EL Teachers ELF Literacy Committee members</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities - Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: In order to improve student achievement we need professional learning for staff centered around the use of strategies that support ELs as well as other learners. Staff could benefit from observing other staff inside and outside of the building. **Critical Root Cause:** Teachers are not consistently using strategies that support ELs. Teachers need more PD around EL strategies and how to effectively implement them.

Goal 3: Connectedness

Aligns with District Priority

Annual Performance Objective 1: By June 2024 Echo Loder will see a decrease of 5% in chronic absenteeism and a 2% decrease in severely chronic absenteeism rates.

Evaluation Data Sources: IC and BIG attendance reports
daily attendance reports

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: PBIS/Home Visits School will use the house system, Parent Teacher Home Visit Program, and PBIS incentives to increase attendance rates. Attendance meetings School-based attendance monitor Prevention/Intervention Position created</p> <p>Formative Measures: IC attendance reports BIG attendance reports daily attendance reports</p> <p>Position Responsible: Administration Home Visit trained staff Prevention/Intervention Assistant</p> <p>Student Groups This Strategy Targets: FRL, Chronically Absent - Evidence Level: Strong, Moderate</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	Status Check		
	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Annual Performance Objective 1 Problem Statements:

Connectedness
<p>Problem Statement 1: 24% of students are chronically absent. 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.</p>