State Public Charter School Authority

Sage Collegiate– ES

School Performance Plan: A Roadmap to Success

Sage Collegiate – ES *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/Executive Director: Sandra Kinne
School Website: www.sagecollegiate.org
Email: skinne@sagecollegiate.org
Phone: 702.906.2188
School Designations: X Title I ☐CSI ☐TSI ☐ TSI/ATSI

Our SPP was last updated on 05.03.2023.

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
Sandra Kinne	**Principal(s)** *(required)*
Amanda Hopkins, Manager of Student Services. Jenni Woodard, Manager of Operations	**Other School Administrator(s)** *(required*
Sheri Thierry, 4th grade	**Teacher(s)** *(required)*
Martha Cano, Special Education Associate	**Paraprofessional(s)** *(required)*
Angela Barth, parent of Kinder & 2nd grader Diana Horn, parent of a 1st grader	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*

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).

We do not have a School Rating Report. We are in our first year.

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**
• Engaged and supportive families • Strong retention of students through school year • Consistent PD and teacher development	• New, inexperienced teachers • Stronger understanding of new curriculum in 2023 and the Science of Reading • Implementation of iReady for assessments • More consistency with differentiation • More fidelity to schedule • Vacancy of Manager of Curriculum & Instruction role • More focused Professional Development

Problem Statement: 43% of scholars are not meeting the NWEA-MAPS goal of 60th percentile in Kindergarten cohort.

Critical Root Causes of the Problem:
- Students/teachers are not using instructional materials.
- We lacked sufficient instructional materials given first year budget.
- Manager of Curriculum & Instruction role was vacated after first month of school and support was limited.

Student Success	
School Goal: Increase the percentage of K-2 scholars at Sage Collegiate scoring above the 60th percentile in Reading from 17% to 50% as measured by NWEA-MAPs from Fall 2023 to Spring 2024 **Formative Measures:** ● Core Phonics, iReady, MAP, Running Records	**Aligned to Nevada's STIP Goal:** X STIP Goal 1 ☐ STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: Shift to a new curriculum within the Science of Reading; hire a Manager of Curriculum and Instruction with experience; more targeted professional development sessions **Evidence Level:** Level 1 - Evidence retrieved from: https://www.edreports.org/reports/overview/amplify-ckla-skills-2020 **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● Ongoing, continuous observation and feedback sessions with teachers ● Teachers will participate in weekly PD sessions to align on curriculum execution. ● Teachers and instructional staff will engage data dives each month to assess student progress, growth, and mastery (NV Standards for Professional Development – Data) **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● Personnel – We need a Manager of Curriculum & Instruction who will stay in the role for the full school year and is aligned with the mission, vision, and philosophy of the school. ● Time – Scheduled/Protected time for both planning professional development and the implementation of the plan during a scheduled PD block. ● Space/Location – state if a specialized location is required for any of the implementation of the strategy (ex. Computer lab, gym, etc.) ● Materials – We need adequate materials in advance of the school year. **Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?* ● Implementation Challenge: The anticipated inexperience of new and returning staff. ● Potential Solution: Hire a veteran educator for the MCI role. **Funding:** *What funding sources can you use to pay for this improvement strategy associated with this goal?* ● Title I funding ● Remaining CSP funds	**Lead:** *Who is responsible for implementing this strategy?* The Leadership Team

Resource Equity Supports[1]: *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?*

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[1] "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)

English Learners
- Challenge:10% of our scholars are identified as English Learners. (We think this number is lower and many families in our first year did not self-identify as ELL.) Increase the percentage of Englisgh Learners are proficient in ELA by at least 10 percentile points as measured by the NWEA-MAPS.
- Support: Provide additional instructional minutes each day and targeted RTI support during our Essentials of Excellence block.

Foster/Homeless:
- Challenge: We have nearly a dozen students who are or have been in foster care. Increase the percentage of Englisgh Learners are proficient in ELA by at least 10 percentile points as measured by the NWEA-MAPS.
- Support: We have partnered with Raise the Future for TBRI training and support. Raise the Future has historically focused their work on children in foster care/adoptive families and children in the juvenile justice system. Their knowledge of the extra challenges for children in care are helpful.

Free and Reduced Lunch:
- Challenge: The majority of our scholars qualify for free/reduced lunch and have come from local schools that are performing far below standards.
- Support: Provide additional instructional minutes each day and targeted RTI support during our Essentials of Excellence block.

Migrant:
- Challenge: Our school does not have any students who belong to this group.
- Support: Our school does not have any students who belong to this group.

Racial/Ethnic Groups:
- Challenge: 84% of our students who identify as Black are scoring in the 1st to 40th percentiles as measured by the NWEA-MAPS
- Support: Provide targeted RTI support during our Essentials of Excellence block.

Students with IEPs:
- Challenge: Scholars with IEPs are scoring below/far-below grade level in majority of caseload.
- Support: Provide targeted RTI support during our Essentials of Excellence block in support of (D) closing the gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards.

Inquiry Area 2 – Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
• Strong engagement by teachers/staff during PD • Most staff plan to return; retention will support culture • Consistent PD blocks on Fridays and on planned full PD dayds	• Hiring of a Manager of Curriculum to focus on staff development • Across the board curriculum training • Fidelity to curriculum

Problem Statement: Most staff are new to the profession and/or need to raise expectations for students.

Critical Root Causes of the Problem:
- Limited or misaligned prior experience coupled with limited feedback and coaching this year and the additional challenges of founding year (i.e., mid-year move, limited resources)
- Limited curriculum support and training
- Overwhelmed staff by very nature of a Year 1 founding school

Adult Learning Culture	
School Goal: 100% of staff will participate in at least 95% of all PDs and coaching sessions, including curriculum-based training, through the 2023-24 school year. **Formative Measures:** ● Classroom observations ● Lesson plans ● At minimum – bi-weekly coaching/feedback sessions ● Student assessment data ● Attendance and surveys from PD sessions	**Aligned to Nevada's STIP Goal:** *Remember to select STIP goals that are aligned to your goal, or your plan will be rejected.* ☐ STIP Goal 1 X STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6
Improvement Strategy: Hire a Manager of Curriculum & Instruction who can focus on adult learning.	**Lead:** *Who is responsible for implementing this*

Evidence Level: Tier Level 1 TNTP "Effective Teacher Professional Development—What's Out, What's In, and What's Next?", pulled from https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Blog/Post/8 May 1, 2023

Action Steps: *What steps do you need to take to implement this improvement strategy?*
- Hire a Manager of Curriculum & Instruction (NV SPD: Leadership)
- Consistent classroom observations and feedback
- Consistent lesson plan feedback
- Targeted PD based on student data (NV SPD: Data)
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Resources Needed: *What resources do you need to implement this improvement strategy?*
- Personnel – Manager of Curriculum & Instruction
- Time –planning time for PDs
- Materials – curriculum and instructional materials with proper training

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*
- *Implementation Challenge:* Teacher buy in may be minimal given the work and effort this will take and the burnout realities in the profession.
- *Potential Solution:* Specific days for self-guided PD, along with planned/intentional PD blocks.

Funding: *What funding sources can you use to pay for this improvement strategy associated with this goal?*
- Title I funding
- Remaining CSP funds
- Title II funding
- Small private grant to support specific needs of the school

Resource Equity Supports[2]: *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 have unfamiliarity with English, and classrooms have minimal print-rich environment.

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[2] "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)

- Support: More materials to support a literacy focused school and print rich environment.

Foster/Homeless:
- Challenge: Inconsistency with attendance or focus on learning given external trauma and circumstances.
- Support: Create a weekly support group for students who are experiencing ongoing trauma and uncertainty.

Free and Reduced Lunch:
- Challenge: Teachers lower expectations for students because of extenuating circumstances outside school's locus of control.
- Support: Trainings and development related to supporting students through maintenance of high expectations and the importance of education being a tool to break the cycle of poverty

Migrant:
- Challenge: Our school does not have any students who belong to this group.
- Support: Our school does not have any students who belong to this group.

Racial/Ethnic Groups:
- Challenge: 84% of our students who identify as Black are scoring in the 1st to 40th percentiles as measured by the NWEA-MAPS
- Support: Teachers need to build stronger relationships with students and families to better support their learning and achievement.

Students with IEPs:
- Challenge: Scholars with IEPs are scoring below/far-below grade level in majority of caseload.
- Support: Provide targeted RTI support during our Essentials of Excellence block in support of (D) closing the gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
• Intentional focus on building culture and community • We are a small school and will always be a small school. • Positive relationships between families and staff and staff and students. • Familiarity with individual students' situations and circumstances. • We recognize scholars monthly for attendance.	• Families would like to see more opportunities to come together and build community with other families. • Student tardiness and absenteeism • Room to develop volunteer base • Implementation of 'Families for Sage Collegiate' akin to a PTA

Problem Statement: During the school year, our chronic absents rate was 47%.

Critical Root Causes of the Problem:
- Absenteeism became rampant during the COVID pandemic and since.
- Online learning became normalized; in person learning became secondary
- There is a cycle of sickness that goes in waves on campus. (Every month, we have a schoolwide malady.)
- Families do not prioritize on time attendance or consistent attendance.

Connectedness	
School Goal: *Decrease student chronic absenteeism at Sage Collegiate from 47% to less than 10% for the 2023-24 school year.* **Formative Measures:** • Infinite Campus attendance records • Weekly attendance checks with Ops team • Continued monthly Third Thursday Cafecitos • Parent/teacher conferences • Parent/student surveys	**Aligned to Nevada's STIP Goal:** *Remember to select STIP goals that are aligned to your goal, or your plan will be rejected.* ☐ STIP Goal 1 ☐ STIP Goal 2 X STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: Continue to recognize scholars for perfect attendance; continue to recognize classes for meeting the 97% goal; Strengthen connection between families and school to ensure scholars are at school on-time each day. **Evidence Level:** Level 1 Using Attendance Data for Decision making: Strategies for State and Local Education Agencies pulled from https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/Final-Slides-2-Attendance-Data-Webinar-508.pdf on May 2, 2023 **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● Provide training and PD on communicating with parents productively and purposefully (NV Standards for Professional Development – Equity) ● Provide due dates and work blocks for teachers and Ops to check attendance data weekly ● Support students' SEL needs with continued work with Raise the Future ● Daily SEL lesson mini-lessons ● Proactively discuss attendance at Family Orientations ● Template language and more consistent notifications re: attendance to famileis ● Attendance incentives beyond a certificate **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● Personnel – Teachers and Ops staff to support regular monitoring of attendance ● Time – time in agendas during Family Orientations, Back-to-School night, and conferences ● Materials – books and materials for incentives for scholars **Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?* ● *Implementation Challenge:* **Mindset of families post-pandemic; continued illnesses and spread of germs in a school** ● *Potential Solution:* Proactively provide information at Family Orientations including data and research regarding chronic absenteeism. **Funding:** *What funding sources can you use to pay for this improvement strategy associated with this goal?* ● Title I funding ● Remaining CSP funds ● Title II funding ● Title III funding ● Small private grant to support specific needs of the school	**Lead:** *Who is responsible for implementing this strategy?* **The Leadership Team**

Resource Equity Supports[3]: *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: Language barriers may exist with non-English speaking families
- Support: All documents going home will be translated. A translator will be in attendance at all family functions.

Foster/Homeless:
- Challenge: Inconsistency with attendance or focus on learning given external trauma and circumstances.
- Support: Create a weekly support group for students who are experiencing ongoing trauma and uncertainty.

Free and Reduced Lunch:
- Challenge: Students may feel increasingly disconnected and absences beget more absences when they don't feel connected to peers.
- Support: Establish grade level ambassadors to support new and chronically absent scholars so as to feel connected and supported.

Migrant:
- Challenge: Our school does not have any students who belong to this group.
- Support: Our school does not have any students who belong to this group.

Racial/Ethnic Groups:
- Challenge: 84% of our students who identify as Black are scoring in the 1st to 40th percentiles as measured by the NWEA-MAPS
- Support: Teachers need to build stronger relationships with students and families to better support their learning and achievement.

Students with IEPs:
- Challenge: Scholars with IEPs are often disconnected from peers because they're pulled out so often.
- Support: Provide targeted RTI support during our Essentials of Excellence block in support of Education Environments (Children 6-21): Percent of children age 5 enrolled in kindergarten and aged 6-21 with IEPs served (A) Inside regular class 80% or more of the day, (B) Inside regular class less than 40% of the day, (C) In separate schools, residential facilities, or homebound/hospital placements.

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.

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[3] "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)

Outreach Activity	Date	Lessons Learned from the School Community
Family Orientation: Option 1	Friday, July 29	●
Family Orientation: Option 2	Saturday, July 30	●
Family Orientation: Option 3	Monday, August 1	●
Family Orientation: Option 4	Tuesday, August 2	●
Family Orientation: Option 5	Wednesday, August 3	●
A Conversation about safety at Sage Collegiate	Wednesday, August 3	●
August: Arrival/Dismissal Volunteer Orientation	Saturday, 08.13	●
August: Supply Drop Off & Uniform Pick up	Saturday, 08.13	●
September: Third Thursday Cafecito	Thursday, 09.15	●
Family Literacy Night & Fall Scholastic Book Fair	Thursday, 09.29	●
October: Third Thursday Cafecito	Thursday, 10.20.2022	●
November: Conferences & Semi-Annual Survey	Monday, 11.07.2022 Tuesday, 11.08.2022	●
December: Third Thursday Cafecito	Thursday, 12.15.2022	●
December: Holiday Arts Celebration	Thursday, 12.15.2022	●
January: Third Thursday Cafecito	Thursday, 01.19.2023	●
January: Family Math Night	Thursday, 01.26.2023	●

January: Families for Sage Collegiate (PTO) Initial Meeting	TBD	●
February: Third Thursday Cafecito	Thursday, 02.16.2023	●
March: Conferences & Semi-Annual Survey	03.08-03.10.2023	●
April: Third Thursday Cafecito	04.20.2023	●
April: Family Literacy Night & Spring Scholastic Book Fair	04.27.2023	●
Open House for new families	05.04.2023	●
May: Third Thursday Cafecito	05.18.2023	●
Family Orientation: Option 1	TBD	●
Family Orientation: Option 2	TBD	●
Family Orientation: Option 3	TBD	●
Family Orientation: Option 4	TBD	●
Family Orientation: Option 5	TBD	●
Third Thursday Cafecitos	TB scheduled	●