State Public Charter School Authority

Sage Collegiate Public Charter School Elementary School

2024-2025 School Improvement Plan

Classification: 2 Star School

Distinction Designations:
Title I

Board Approval Date: November 12, 2024

Mission Statement

Mission: Driven by excellence for all in a supportive, rigorous, and ambitious school community, Sage Collegiate Public Charter School educates K-8 students for academic achievement, college success, and a life of opportunity.

Vision

Vision: We believe that all children are entitled to a high-quality, rigorous, college-preparatory education regardless of their zip code, socio-economic status, home language, race, or ethnicity. There is an urgency in Clark County to ensure that all our students have an equitable opportunity to receive an education that prepares them to get to and through college, to be on a clear path for a life of opportunity, and to be able to compete in a global community.

To be full participants in our global society and effective learners in the 21st century, and to build lives of economic and social opportunities for themselves and their families, all of our children must have equitable access to educational attainment. This starts in Kindergarten, and includes mastering foundational academic skills, ensuring character development, and developing the hope and determination that will drive them to school and life success.

Our vision is one framed first through literacy, with all students reading at or above grade level. We want Kindergarteners to be able to read to siblings, cousins, parents, and grandparents by the end of their first year at Sage Collegiate. We want to see 3rd graders demonstrate literacy skills that reach and exceed state expectations. We aim to have our 8th grade students will achieve PSAT 8/9 scores that put them on track for college-bound SAT scores and National Merit Scholarships in their high school career, positioning our graduates to successfully enroll in Honors and Advanced Placement courses in high schools throughout the region.

Our vision is also framed through mathematics. Our 1st graders need to understand place value, add and subtract through 20 and construct viable arguments and critique the reasoning of others. Our 4th graders should be able to generalize and analyze patterns; represent and interpret data; understand decimal notation for fractions; and compare decimal fractions. Our graduates will be able to define, evaluate, and compare functions; understand and apply the Pythagorean Theorem; and know that there are numbers that are not rational, and approximate them by rational numbers.

Our vision includes social emotional wellness. A partnership with Raise The Future and training and tools from MindUP all our scholars to develop strategies that support mindful practices, restorative justice, and making connections to build relationships that support scholars' development and growth. This vision includes a deeply supportive school community in which students grow deeply each year through their access to Mindfulness and Physical Education (PE), and a values-rich community built on high expectations, purpose, and integrity, which inspires our students' best selves, and which aligns with the deep dreams and values of our community.

Our vision is the manifestation of our listening to others, collaborating with our community, and studying what works. We heard the imperatives of our state and local elected leaders; we listened to the many voices of our community; we studied the best practices of high-performing charter schools across the country; and we analyzed current research on effective best practices to put students in low-income, low-performing communities on a clear, measurable, and unfaltering path to college.

Our vision the fulfillment of the hopes and dreams our scholars – and their families – have for themselves; the academic foundation to get to and through college, and a life of opportunity.

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/state_public_charter_school_authority/sage_collegiate_public_charter_school/2023

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: February 15, 2024

Student Success

Student Success Areas of Strength

> Overall, chronic absenteeism has been cut in half from 2023-24

> Growth over time on MAPS Reading testing; students are showing growth in Reading

> Growth over timeo on MAPS Math testing; students aer showing growth in Math

Student Success Areas of Growth

> Chronic absenteeism remains at 25%; still a significant issue

> While students have shown growth, their absolute performance is still below grade level.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Chronic absenteeism continues to lead to students missing instruction, which in turn leads to reduced rates of achievement growth and overall low rates of proficiency.   **Critical Root Cause:** Chronic absenteeism

Adult Learning Culture

Adult Learning Culture Areas of Strength

1. We have 2.5 weeks of summer PD planned in 2024-25.
2. We have more than 30 early release Fridays in 2024-25, which will allow for intentional data dives and PD opportunities that support student achievement and staff professional growth.
3. Strong ELA curriculum that has been well received with substantial development in 2023-24.

Adult Learning Culture Areas of Growth

1. We have a young, inexperienced team that needs substantial support and coaching.

2. We are in a region with a significant rate of turnover in the profession and an exodus of educators happening. We have an opportunity to find ways to develop and retain staff.

3. There is a pervasive culture of low expectations for students in our region, and we have the ooportunity to raise the bar of expectations for scholars and ourselves by holding high expectations for student achievement.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): We have a young, inexperienced staff with most teachers on substitute licenses and navigating their way through certification.   **Critical Root Cause:** The mass teacher shortage in our region and the lack of supplemental funding to support pay increases that districts in the state received have contributed to our inexperienced staff.

Connectedness

Connectedness Areas of Strength

1. We have monthly family engagement opportunities, including Cafecitos and evening events.

2. More than 3/4 of our founding families returned for 2023-24.

3. About 1/4 of our incoming Kindergartners for 2024-25 are siblings of scholars.

Connectedness Areas of Growth

1. Our chronic absenteeism rate is still around 25%, which is far too high.

2. We've lost about 1/4 of our founding families through the year due to moves, discontent, or schedule changes.

3. We do not yet offer afterschool clubs for students nor more frequent than monthly family engagement events.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Our chronic absenteeism rate is far too high and is both a cause and effect to connectedness of students and families.   **Critical Root Cause:** Transportation and a general pandemic mindset re: online learning have contributed to the challenge of chronic absenteeism.

Priority Problem Statements

Problem Statement 1: Chronic absenteeism continues to lead to students missing instruction, which in turn leads to reduced rates of achievement growth and overall low rates of proficiency.

Critical Root Cause 1: Chronic absenteeism

Problem Statement 1 Areas: Student Success

Problem Statement 2: We have a young, inexperienced staff with most teachers on substitute licenses and navigating their way through certification.

Critical Root Cause 2: The mass teacher shortage in our region and the lack of supplemental funding to support pay increases that districts in the state received have contributed to our inexperienced staff.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Our chronic absenteeism rate is far too high and is both a cause and effect to connectedness of students and families.

Critical Root Cause 3: Transportation and a general pandemic mindset re: online learning have contributed to the challenge of chronic absenteeism.

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

- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Expenditures

Accountability Data

- State assessment performance report

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
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Foster

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- State certified and high quality staff data

Parent/Family/Community Data

- Parent/family engagement, opportunities, attendance, and participation

Inquiry Areas

Revised/Approved: February 15, 2024

Inquiry Area 1: Student Success

School Goal 1: Increase overall proficiency rates from 25.5% to 51.0% in Reading as measured by the NWEA MAP's winter 2025 assessment in the 2024-25 school year.

    Evaluation Data Sources: NWEA MAP, iReady benchmark assessments

Improvement Strategy 1 Details	Formative Reviews		
Improvement Strategy 1: Use of student data folders to drive monthly conversations with scholars and classroom trackers (aligned with FERPA) so students can see their goals daily. Tier 4 citation. Citation here: https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/dddm_pg_092909.pdf#page=25 ..	**Formative**		
	Feb	**May**	**May**

Action Step's Expected Result/Impact: Students will be more invested in their own achievement.
    Position Responsible: Increased student achievement.
 	
    Identify All That Apply:
    FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups
     - Evidence Level:
    Has Rationale
    Problem Statements/Critical Root Causes: Student Success 1 - Connectedness 1
    Resources and Funding Needed: Title I funding; transportation - Transportation Grant, - Transportation Grant			

0% No Progress   100% Accomplished   → Continue/Modify   ✘ Discontinue

School Goal 1 Problem Statements:

Student Success
Problem Statement 1: Chronic absenteeism continues to lead to students missing instruction, which in turn leads to reduced rates of achievement growth and overall low rates of proficiency. **Critical Root Cause**: Chronic absenteeism

Connectedness
Problem Statement 1: Our chronic absenteeism rate is far too high and is both a cause and effect to connectedness of students and families. **Critical Root Cause**: Transportation and a general pandemic mindset re: online learning have contributed to the challenge of chronic absenteeism.

Inquiry Area 1: Student Success

School Goal 2: Increase overall proficiency rates of students with IEPs from 6.7% to 10% in Reading as measured by the NWEA MAP's winter 2025 assessment in the 2024-25 school year.

    Evaluation Data Sources: NWEA MAP, iReady benchmark assessments

Improvement Strategy 1 Details	Formative Reviews		
Improvement Strategy 1: Small group pull out during RTI blocks.	**Formative**		
Citation: Tier 1/Tier 4 Citation: https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_found_reading_summary_051517.pdf APR: Assessment: (C) Proficiency rate forchildren with IEPs against alternate academic achievement standards, (D) Gap inproficiency rates for children with IEPs and for all students against grade-level academic achievement standards.	**Feb**	**May**	**May**

Action Step's Expected Result/Impact: Increased achievement with intentional small group support
     Position Responsible: Special Education Teacher
 	
     Identify All That Apply:
 IEP
  - **Evidence Level:**
 Strong, Has Rationale
     Problem Statements/Critical Root Causes: Adult Learning Culture 1
     Resources and Funding Needed: - Special Education EXN			

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

School Goal 2 Problem Statements:

Adult Learning Culture
Problem Statement 1: We have a young, inexperienced staff with most teachers on substitute licenses and navigating their way through certification.   **Critical Root Cause**: The mass teacher shortage in our region and the lack of supplemental funding to support pay increases that districts in the state received have contributed to our inexperienced staff.

Inquiry Area 2: Adult Learning Culture

School Goal 1: 100% of staff will participate in at least 95% of all PDs and coaching sessions, including curriculum-based training, through the 2024-25 school year, as measured by attendance trackers and sign in sheets.

Evaluation Data Sources: PD surveys, sign in sheets, coaching/1:1 trackers

Improvement Strategy 1 Details	Formative Reviews		
Improvement Strategy 1: We will provide more differentiated instruction and options within select PD sessions to better support staff driving their own development and getting support. Examples of differentiated workshops include Behavior Bootcamp, RTI Resources, and Communication with Families.	**Formative**		
	Feb	**May**	**May**
Citation: https://ies.ed.gov/ncee/WWC/Study/86089 Tier 2			
Action Step's Expected Result/Impact: Teachers will be better able to identify student needs and respond to them.			
Position Responsible: Manager of Curriculum & Instruction & Executive Director			
Identify All That Apply: FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - **Evidence Level:** Promising			
Problem Statements/Critical Root Causes: Adult Learning Culture 1			
Resources and Funding Needed: - AB 495			
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue			

School Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: We have a young, inexperienced staff with most teachers on substitute licenses and navigating their way through certification. **Critical Root Cause**: The mass teacher shortage in our region and the lack of supplemental funding to support pay increases that districts in the state received have contributed to our inexperienced staff.

Inquiry Area 3: Connectedness

School Goal 1: Decrease student chronic absenteeism at Sage Collegiate from 25% to less than 10% for the 2024-25 school year, as measured by daily student attendance.

    Evaluation Data Sources: daily student attendance

Improvement Strategy 1 Details	Formative Reviews		
Improvement Strategy 1: Parent Teacher Home Visits.	**Formative**		
While we've done these in summers, prior to opening, we've not implemented them for chronically absent students.	**Feb**	**May**	**May**

Citation: https://www.evidenceforessa.org/program/parent-teacher-home-visits-attendance/
    Action Step's Expected Result/Impact: Increased investment by teachers in students and increased feeling of being invested in by families.
    Position Responsible: Manager of Curriculum & Instruction, teachers, Executive Director
 	
    Identify All That Apply:
    FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups
     - **Evidence Level:**
    Strong
    Problem Statements/Critical Root Causes: Connectedness 1
    Resources and Funding Needed: - AB 495			

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

School Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Our chronic absenteeism rate is far too high and is both a cause and effect to connectedness of students and families.   **Critical Root Cause**: Transportation and a general pandemic mindset re: online learning have contributed to the challenge of chronic absenteeism.

Schoolwide and Targeted Assistance Title I Elements

1.1: Describe the school's strategies to attract effective, highly-qualified teachers to your school.

We have a strong PD calendar, and opportunities for professional development often attract talent. We also are working on a 2024-25 payscale to better compete with the local district and other regional charter schools. Lastly, we have a strong staff culture with opportunities to develop as we grow our student enrollment.

Title I Personnel

Name	Position	Program	FTE
Sandra Kinne	Executive Director		

School Funding Summary

<table>
<tr><td colspan="6" align="center">AB 495</td></tr>
<tr><td>Inquiry Area</td><td>School Goal</td><td>Improvement Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
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<tr><td>Inquiry Area</td><td>School Goal</td><td>Improvement Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
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<tr><td colspan="6" align="center">Title III - ELL</td></tr>
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<tr><td></td><td></td><td></td><td></td><td></td><td>$0.00</td></tr>
</table>

Title III - ELL					
Inquiry Area	**School Goal**	**Improvement Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,965.37
				+/- Difference	$3,965.37
ARP ESSER (Includes Final One Third)					
Inquiry Area	**School Goal**	**Improvement Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$54,439.00
				+/- Difference	$54,439.00
Transportation Grant					
Inquiry Area	**School Goal**	**Improvement Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	1	Title I funding; transportation		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$111,440.00
				+/- Difference	$111,440.00
				Grand Total Budgeted	$383,820.65
				Grand Total Spent	$0.00
				+/- Difference	$383,820.65