

State Public Charter School Authority
Sage Collegiate Public Charter School Elementary School
2024-2025 Status Check



SAGE COLLEGIATE
Public Charter School

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Goals






Goal 1: Student Success

Annual Performance Objective 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

Summative Evaluation: Continue

Next Year's Recommendation: Continue to increase overall proficiency incrementally

Improvement Strategy 1 Details	Status Checks		
<p>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 ..</p> <p>Formative Measures: Students will be more invested in their own achievement. Position Responsible: Increased student achievement.</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, 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</p>	Status Check		
	Jan	Apr	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			






Goal 1: Student Success

Annual Performance Objective 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

Summative Evaluation: Continue

Next Year's Recommendation: Continue to increase overall proficiency incrementally

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Small group pull out during RTI blocks. 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 for children with IEPs against alternate academic achievement standards, (D) Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards.</p> <p>Formative Measures: Increased achievement with intentional small group support Position Responsible: Special Education Teacher</p> <p>Student Groups This Strategy Targets: Students with Disabilities - Evidence Level: Strong, Has Rationale</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1 Resources and Funding Needed: - Special Education EXN</p>	Status Check		
	Jan	Apr	May
			
<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>			






Goal 2: Adult Learning Culture

Annual Performance Objective 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

Summative Evaluation: Continue

Next Year's Recommendation: Keep same goal.






Improvement Strategy 1 Details	Status Checks		
<p>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.</p> <p>Citation: https://ies.ed.gov/ncee/WWC/Study/86089 Tier 2</p> <p>Formative Measures: Teachers will be better able to identify student needs and respond to them.</p> <p>Position Responsible: Manager of Curriculum & Instruction & Executive Director</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p> <p>Resources and Funding Needed: - AB 495</p>	Status Check		
	Jan	Apr	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Connectedness

Annual Performance Objective 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

Summative Evaluation: Continue

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Parent Teacher Home Visits. While we've done these in summers, prior to opening, we've not implemented them for chronically absent students.</p> <p>Citation: https://www.evidenceforessa.org/program/parent-teacher-home-visits-attendance/</p> <p>Formative Measures: Increased investment by teachers in students and increased feeling of being invested in by families.</p> <p>Position Responsible: Manager of Curriculum & Instruction, teachers, Executive Director</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p> <p>Resources and Funding Needed: - AB 495</p>	Status Check		
	Jan	Apr	May
			
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