

School Performance Plan

School Name

Sage Elementary

Address (City, State, Zip Code, Telephone):

208 Boyd-Kennedy Road
Spring Creek, NV 89815

Superintendent/Academic Manager:

Mr. Todd Pehrson

For Implementation During The Following Years:

2018-2019

The Following Checkbox Selections (if applicable) Must Be Completed:

Title I Status: Served (receives funds) Not Served (does not receive funds)

Designation: Reward School Focus School (Interventions will be attached)

Classification: 5 Star School 4 Star School 3 Star School 2 Star School 1 Star School

NCCAT-S: Not Required- 4/5 Star Schools Initial- 1/2/3 Star Schools Review- 1/2/3 Star Schools

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

| Name of Member | Position | Name of Member | Position |
|----------------|---------------------|----------------|----------|
| Lisa Calder | Kindergarten | | |
| Tanya Griego | Assistant Principal | | |
| Robbie Nickel | Library/Media | | |
| Ray Smith | Principal | | |
| Randi Zubiria | Parent | | |
| Jenn Bixler | 1st Grade | | |
| Sadie Goulding | Counselor | | |

Last Date Review/Revised By Planning Team: Nov 30, 2018

2018-2019

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

| School Data For General Education Including FRL | English Language Learner (ELL) Data | Special Education Data |
|---|-------------------------------------|--|
| Interim Assessments | AMAOs/ELPA Analysis | Individualized Educational Programs (IEP) |
| Statewide Assessments | Achievement Gap Data | Achievement Gap Data |
| Stakeholder Information | ELL Program Policies and Procedures | Special Education Procedures- Whole School |
| Interim Assessments | | |
| | | |
| <input type="checkbox"/> Other | <input type="checkbox"/> Other | <input type="checkbox"/> Other |
| | | |
| <input type="checkbox"/> Other | <input type="checkbox"/> Other | <input type="checkbox"/> Other |
| | | |

Summary Statement: Please provide a brief description for how the analyzed data will impact your Inquiry and Action Planning process.

The Sage Elementary SPP team compiled information from the following sources to complete the Comprehensive Needs Assessment: Spring 2018 Smarter Balanced assessment in Language Arts, Mathematics, and Science, MAP assessment data from the 2017-2018 school year (Fall, Winter and Spring) in Reading, Language, and Mathematics, and Fall 2018 MAP assessment data in Reading, Language, and Mathematics. We analyzed our performance from previous administrations of the assessments and compared it to the most current data. This helped us to quickly identify any area or criteria we may have had a lower score reported, enabling us to explore the potential causes of why that would have happened, to prepare for the Action Planning process. This data is disaggregated to the subject area and grade level first. From that point we broke it down further to examine each individual claim (SBAC) and Goal Area (MAP) to determine which test area presented the biggest problems for our students, (questions students missed most frequently) in each subject and grade level area. Trends and/or patterns in this data help us to correlate it to Common Core standards our teachers use to guide instruction. Data was also broken down to the student level to find students who are at the "Emergent" or "Approaches" levels to derive strategies for them that will improve their academic performance the following year. Finally, all achievement gaps were analyzed to ensure we are reaching all subgroup populations with our instruction. This will help us to create strategies to assist any of those groups that may be identified as underachieving. This process assists us with evaluating the need to remediate and provide interventions to improve understanding of those specific standards and skills.

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:

- General Education
 FRL
 ELL
 IEP
 Other

Priority Need/ Goal 1:

To increase the proficiency rate for all students on MAP Reading assessment through the continued use of researched based specific learning/teaching strategies and changes in our school academic structure. This will help to raise overall ELA achievement for all students school-wide as well as within sub-groups.

Root Cause(s)

Not enough time spent on analyzing student data results to plan specific instruction to remediate.
Staff is still in the process of familiarizing themselves with the newly adopted Wonders English Language Arts curriculum.

Measurable Objective(s):

Our school will improve the percent of students at or above the norm grade level mean RIT on the 2019 Spring MAP Reading Assessment administration by 5%:
 Kindergarten will improve from 43%-48%
 1st grade will improve from 56% to 61%
 2nd grade will improve from 40% to 45%
 3rd grade will improve from 63% to 68%
 4th grade will improve from 56% to 61%
 5th grade will improve from 54% to 60%
 Overall School Performance will improve from 52% to 57%

Monitoring Status

On Task

| ACTION PLAN | | MONITORING PLAN | | |
|--|--|--|--|-------------------|
| Action Step <small>(please only list one action step per box)</small> | Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small> | List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small> | List Timeline, Benchmarks, and Position Responsible | Monitoring Status |
| 1.1 Professional Development (Required) | | <input checked="" type="checkbox"/> Continuation From Last Year | | |
| 1. Weekly Grade Level Professional Learning Community Meetings. (August 2018- June 2019)- focusing on providing ELA instruction aligned to NVACS, the creation of common assessments to use in the classroom, and implementation of RTI structure. 2. Professional development aligned to Read by Third and Dyslexia legislation. (September 2018 - June 2019) 3. Continue use of RTI Leadership Team. 4. Continue use of RBG3 Team. 5. Continue focused PLC time during Early Outs. | People -Literacy Specialist -Dyslexia Specialist -Administration -Classroom Teachers/Special Teachers Time -Wednesdays - August 2018 - June 2019 Funding Source -All funds allocated through ECSD. | <input checked="" type="checkbox"/> Weekly attendance sheets for PD -Identification of Essential Standards -Classroom Observation Forms -Student AMPs -MAP Data -PLC Agenda -PLC Monthly Schedules -Site based training/sharing of ELA Curriculum -TNTP Trainings per RBG3 Grant | Timeline -Wednesdays - August 2018- June 2019 Positions -Teachers and Admin | On Task |

Comments:

| Action Step | Resources/Amount Needed | Artifacts/Evidence | Timeline and Position Responsible | Monitoring Status |
|---|--|--|---|-------------------|
| 1.2 Family Engagement (Required) | | <input type="checkbox"/> Continuation From Last Year | NCCAT-S Indicators: | |
| Two times during the school year we will hold Family Engagement events focused on literacy. Students and parents will have the opportunity to read together and will be provided with specific strategies and techniques to use at home to promote and improve students' literacy acquisition. All students who attend will be provided with a book to take home. | -Sage Elementary Staff -\$5000 total for all Family Engagement events from RBG3 grant to purchase books and supplies. | -Flyers advertising events -Sign in sheet from each event | Positions Responsible Teachers and Admin Timeline 1st event- January 2019 2nd event- April 2019 | On Task |
| Comments: <input type="text"/> | | | | |
| 1.3 Curriculum/Instruction/Assessment (Required) | | <input checked="" type="checkbox"/> Continuation From Last Year | NCCAT-S Indicators: | |
| Sage Elementary will utilize MAP assessment school wide. This assessment will be administered three times to all students. AMP Plans created for students who score below the 40th percentile. Regular progress monitoring with DIBELS will be completed for students identified as struggling readers. Results will be analyzed and discussed during weekly PLC meetings. Adoption of Wonders ELA curriculum school wide. One Wednesday each month will be set aside for review/ exploration of Wonders curriculum. PLC time | -Sage Elementary Regular Ed and SPED Teachers -Administration | -MAP Data Reports -Lesson plans and observations -Completed AMP Plans -PLC Agendas -Essential Standard Document -Classroom Walk-throughs and observations. Scheduled monthly PLC Wonders planning. -TNTP Trainings and Diagnostic Walk-Throughs -Data Reports | Positions Responsible Teachers & Admin Timeline -Initial assessment within 30 school days. -Winter and Spring administration for MAP -Biweekly progress monitoring for struggling readers. | On Task |
| Comments: <input type="text"/> | | | | |
| 1.4 Other (Optional) | | <input checked="" type="checkbox"/> Continuation From Last Year | NCCAT-S Indicators: | |
| - Implement both Tier 2 and Tier 3 Literacy Intervention time for all grade levels into the regular school day. | - Administration for scheduling and staffing -Teachers for implementation -2 Literacy Support Consultants | Artifacts - Intervention schedule | - Create schedule with Tier 2 and Tier 3 Intervention times - September 2018 | On Task |
| Comments: <input type="text"/> | | | | |

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:

- General Education
 FRL
 ELL
 IEP
 Other

Priority Need/ Goal 2:

In order to increase proficiency rates in all subject areas we need to improve attendance rates at all grade levels.

Root Cause(s)

Parents and students unaware of the impact chronic absenteeism has on academics.
 Lack of understanding among parents and students what constitutes acceptable attendance.
 Parents are only notified once students have already exceeded certain number of absences.

Measurable Objective(s):

At the conclusion of the 2018-2019 school year the percentage of Sage students identified as chronically absent will decrease 5%, from 16.2% to 11.2%.

Monitoring Status

On Task

| ACTION PLAN | | MONITORING PLAN | | |
|--|---|--|---|-------------------|
| Action Step <small>(please only list one action step per box)</small> | Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small> | List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small> | List Timeline, Benchmarks, and Position Responsible | Monitoring Status |
| 2.1 Professional Development (Required) | | <input type="checkbox"/> Continuation From Last Year | | |
| 1. Staff was presented with latest research on attendance and 2017-2018 Sage data during staff work days in August 2018. 2. Attendance plan, outlining steps staff and administration will take to proactively communicate with parents/families regarding student absences, was created and shared with staff in September 2018. | People -Administration -Teachers | <input type="checkbox"/> Continuation From Last Year -PowerPoint presentation from staff work days -Attendance Plan Outline | NCCAT-S Indicators: Time-line: -Data presented in August 2018 -Plan Outline provided in September 2018 -Parent contact will occur throughout the year Position Responsible: -Administration -Teachers | On Task |

Comments:

| Action Step | Resources/Amount Needed | Artifacts/Evidence | Timeline and Position Responsible | Monitoring Status |
|--|--|---|--|-------------------|
| 2.2 Family Engagement (Required) | | <input type="checkbox"/> Continuation From Last Year | NCCAT-S Indicators: | |
| <p>Parents of students identified as chronically absent during the 2017-2018 school year were notified in August 2018 regarding the impact attendance can have on academics. They were invited to contact the school to create an Attendance Success Plan. Individual meetings are set with parents of students who are in danger of being chronically absent to create Attendance Success Plans. Information regarding the impact of chronic absenteeism as well as strategies to improve attendance will be provided during family</p> | <p>-Sage Elementary Staff -\$5000 total for all Family Engagement events from RBG3 grant to purchase books and supplies.</p> | <p>-Letters sent to parents -Completed Attendance Success Plans -Invitations to Attendance Success Event -Sign In from Attendance Success Event</p> | <p>Positions Responsible Teachers & Admin.</p> <p>Timelines -Letters sent in August 2018 -Attendance Success Plan meetings set throughout the year. -Attendance Success Event- February 2019</p> | On Task |
| <p>Comments: <input style="width: 100%;" type="text"/></p> | | | | |
| 2.3 Curriculum/Instruction/Assessment (Required) | | <input type="checkbox"/> Continuation From Last Year | NCCAT-S Indicators: | |
| <p>Quarterly attendance reports will be provided to teachers to assist with monitoring student attendance. Parents provided with written documentation quarterly showing students projected absences and potential impact specific to the grade level their child is in. Letter will also include strategies to use to improve attendance. Parents of students with acceptable attendance will also be provided with quarterly updates along with certificates to local businesses.</p> | <p>-Sage Elementary Regular Ed and SPED Teachers -Administration</p> | <p>-Attendance reports from Infinite Campus -Letters provided to parents</p> | <p>Positions Responsible Teachers & Admin.</p> <p>Timeline Completed at the conclusion of each 9 week grading period.</p> | On Task |
| <p>Comments: <input style="width: 100%;" type="text"/></p> | | | | |
| 2.4 Other (Optional) | | <input type="checkbox"/> Continuation From Last Year | NCCAT-S Indicators: | |
| | | | | On Task |

Comments:

Priority Need/Goal 3 is optional, selection is required: Not Applicable Optional

Based on the CNA, identify all that apply:

- General Education FRL ELL IEP Other

Priority Need/ Goal 3:

Root Cause(s)

Measurable Objective(s):

Monitoring Status

▼

| ACTION PLAN | | MONITORING PLAN | | |
|--|---|--|---|---|
| Action Step <small>(please only list one action step per box)</small> | Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small> | List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small> | List Timeline, Benchmarks, and Position Responsible | Monitoring Status |
| 3.1 Professional Development (Required) | | <input type="checkbox"/> Continuation From Last Year | NCCAT-S Indicators: | |
| | | | | <div style="border: 1px solid black; height: 100%; position: relative;"> <div style="position: absolute; right: -10px; top: 50%; transform: translateY(-50%);">▼</div> </div> |

Comments:

| Action Step | Resources/Amount Needed | Artifacts/Evidence | Timeline and Position Responsible | Monitoring Status |
|---|-------------------------|--|-----------------------------------|-------------------|
| 3.2 Family Engagement (Required) | | <input type="checkbox"/> Continuation From Last Year | NCCAT-S Indicators: | |
| | | | | |
| Comments: <input type="text"/> | | | | |
| 3.3 Curriculum/Instruction/Assessment (Required) | | <input type="checkbox"/> Continuation From Last Year | NCCAT-S Indicators: | |
| | | | | |
| Comments: <input type="text"/> | | | | |
| 3.4 Other (Optional) | | <input type="checkbox"/> Continuation From Last Year | NCCAT-S Indicators: | |
| | | | | |
| Comments: <input type="text"/> | | | | |

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I , Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

| Source of Funds applicable to Priority Need/Goal | Amount Received for this School Year | Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.) | Applicable Goal(s) |
|--|--|--|--------------------|
| General Fund | \$38,018.00 | Purpose of these funds are to achieve goals 1 and 2 for all sub-groups. | Goals 1,2 |
| Read by Grade Three Grant | \$45,000 each for part time Literacy Strategists \$5,000 for Family Engagement Events | Purpose of these funds are to provide 2 part time literacy strategists who will assist in instruction for remediation of students identified as struggling readers and implementing assessments. Literacy Strategists stipend is funded through this grant. Funds will also be used for curriculum, materials, and books and periodicals as well as supporting Family Engagement initiatives. | Goals 1,2 |
| | | | Goal 1 |
| | | | Goal 1 |
| | | | |

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

2018-2019

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

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

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

APPENDIX A- Professional Development Plan

1.1

1. Weekly Grade Level Professional Learning Community Meetings. (August 2018- June 2019)- focusing on providing ELA instruction aligned to NVACS, the creation of common assessments to use in the classroom, and implementation of RTI structure.
2. Professional development aligned to Read by Third and Dyslexia legislation. (September 2018 - June 2019)
3. Continue use of RTI Leadership Team.
4. Continue use of RBG3 Team.
5. Continue focused PLC time during Early Outs.

Goal 1
Additional
PD Action
Step
(Optional)

2.1

1. Staff was presented with latest research on attendance and 2017-2018 Sage data during staff work days in August 2018.
2. Attendance plan, outlining steps staff and administration will take to proactively communicate with parents/families regarding student absences, was created and shared with staff in September 2018.

Goal 2
Additional
PD Action
Step
(Optional)

3.1

Goal 3
Additional
PD Action
Step
(Optional)

APPENDIX B- Family Engagement Plan

1.2

Two times during the school year we will hold Family Engagement events focused on literacy. Students and parents will have the opportunity to read together and will be provided with specific strategies and techniques to use at home to promote and improve students' literacy acquisition. All students who attend will be provided with a book to take home.

Goal 1
Additional
Family
Engagement
Action Step
(Optional)

2.2

Parents of students identified as chronically absent during the 2017-2018 school year were notified in August 2018 regarding the impact attendance can have on academics. They were invited to contact the school to create an Attendance Success Plan.
Individual meetings are set with parents of students who are in danger of being chronically absent to create Attendance Success Plans.
Information regarding the impact of chronic absenteeism as well as strategies to improve attendance will be provided during family engagement events focused on Literacy.
Students with adequate attendance will be invited to attend an Attendance Success event at the conclusion of the first semester. Students and families will watch a movie together at the school. They will then be provided with a copy of the book the movie was based on to take home.

Goal 2
Additional
Family
Engagement
Action Step
(Optional)

3.2

Goal 3
Additional
Family
Engagement
Action Step
(Optional)

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 1

**Priority Need/
Goal 1:** To increase the proficiency rate for all students on MAP Reading assessment through the continued use of researched based specific learning/teaching strategies and changes in our school academic structure. This will help to raise overall ELA achievement for all students school-wide as well as within sub-groups.

**Measurable
Objective(s):**
Our school will improve the percent of students at or above the norm grade level mean RIT on the 2019 Spring MAP Reading Assessment administration by 5%:
Kindergarten will improve from 43%-48%
1st grade will improve from 56% to 61%
2nd grade will improve from 40% to 45%
3rd grade will improve from 63% to 68%
4th grade will improve from 56% to 61%
5th grade will improve from 54% to 60%
Overall School Performance will improve from 52% to 57%

Status

On Task

Comments:

| | Mid-Year | End-of-Year |
|------------|---|-------------|
| 1.1 | 1. Weekly Grade Level Professional Learning Community Meetings. (August 2018- June 2019)- focusing on providing ELA instruction aligned to NVACS, the creation of common assessments to use in the classroom, and implementation of RTI structure. 2. Professional development aligned to Read by Third and Dyslexia legislation. (September 2018 - June 2019) 3. Continue use of RTI Leadership Team. 4. Continue use of RBG3 Team. | |
| Progress | | |
| Barriers | | |
| Next Steps | | |

On Task

| | | |
|------------|--|----------------|
| 1.2 | Two times during the school year we will hold Family Engagement events focused on literacy. Students and parents will have the opportunity to read together and will be provided with specific strategies and techniques to use at home to promote and improve students' literacy acquisition. All students who attend will be provided with a book to take home. | On Task |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 1.3 | Sage Elementary will utilize MAP assessment school wide. This assessment will be administered three times to all students. AMP Plans created for students who score below the 40th percentile. Regular progress monitoring with DIBELS will be completed for students identified as struggling readers. Results will be analyzed and discussed during weekly PLC meetings. Adoption of Wonders ELA curriculum school wide. One Wednesday each month will be set aside for review/exploration of Wonders curriculum. PLC time will be allocated for identifying and vertically aligning essential standards. <i>Implementation of Wonders Curriculum</i> | On Task |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 1.4 | - Implement both Tier 2 and Tier 3 Literacy Intervention time for all grade levels into the regular school day. | On Task |
| Progress | | |
| Barriers | | |
| Next Steps | | |

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 2

**Priority Need/
Goal 2:** In order to increase proficiency rates in all subject areas we need to improve attendance rates at all grade levels.

Measurable Objective(s): At the conclusion of the 2018-2019 school year the percentage of Sage students identified as chronically absent will decrease 5%, from 16.2% to 11.2%.

| |
|----------------|
| Status |
| On Task |

Comments:

| | Mid-Year | End-of-Year |
|------------|--|-------------|
| 2.1 | 1. Staff was presented with latest research on attendance and 2017-2018 Sage data during staff work days in August 2018. 2. Attendance plan, outlining steps staff and administration will take to proactively communicate with parents/families regarding student absences, was created and shared with staff in September 2018. | |
| Progress | | |
| Barriers | | |
| Next Steps | | |

| |
|----------------|
| On Task |
|----------------|

| | | |
|------------|--|----------------|
| 2.2 | <p>Parents of students identified as chronically absent during the 2017-2018 school year were notified in August 2018 regarding the impact attendance can have on academics. They were invited to contact the school to create an Attendance Success Plan.</p> <p>Individual meetings are set with parents of students who are in danger of being chronically absent to create Attendance Success Plans.</p> <p>Information regarding the impact of chronic absenteeism as well as strategies to improve attendance will be provided during family engagement events focused on Literacy.</p> <p>Students with adequate attendance will be invited to attend an Attendance Success event at the conclusion of the first semester. Students and families will watch a movie together at the</p> | On Task |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 2.3 | <p>Quarterly attendance reports will be provided to teachers to assist with monitoring student attendance.</p> <p>Parents provided with written documentation quarterly showing students projected absences and potential impact specific to the grade level their child is in. Letter will also include strategies to use to improve attendance.</p> <p>Parents of students with acceptable attendance will also be provided with quarterly updates along with certificates to local businesses.</p> | On Task |
| Progress | | |
| Barriers | | |
| Next Steps | | |
| 2.4 | | On Task |
| Progress | | |
| Barriers | | |
| Next Steps | | |

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 3




**Priority Need/
Goal 3:**

**Measurable
Objective(s):**

| |
|--|
| Status |
| <div style="border: 1px solid gray; width: 100%; height: 100%;"></div> |

Comments:

| | Mid-Year | End-of-Year |
|------------|----------|-------------|
| 3.1 | | |
| Progress | | |
| Barriers | | |
| Next Steps | | |

| | | | |
|------------|--|--|--|
| 3.2 | | | <input type="text"/>  |
| Progress | | | |
| Barriers | | | |
| Next Steps | | | |
| 3.3 | | | <input type="text"/>  |
| Progress | | | |
| Barriers | | | |
| Next Steps | | | |
| 3.4 | | | <input type="text"/>  |
| Progress | | | |
| Barriers | | | |
| Next Steps | | | |