



Elko County School District
Sage Elementary
2021-2022 School Performance Plan:
A Roadmap to Success

Sage Elementary has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Jessica Harris for more information.

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School Designations: Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	366	1.37%	.27%	17.76%	.55%	75.96%	.82%	3.28%	12.57%	3.28%	42.9%
District	10, 247	5.85%	0.77%	31.39%	.85%	58.5%	.35%	2.29%	12.85%	9.93%	44.45%
State	496,938	.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	38.3%	28%	22.4%	46.7%	28%	33.9%	20%	5.5%	53.8%
	District	37.2%	51%	34.5%	46.1%	51%	48.9%	21.2%	11.27%	43.1%
2019	School	38.3%	28%	22.4%	46.7%	28%	33.9%	20%	9.5%	41.4%
	District	37.2%	51%	34.5%	46.1%	51%	48.9%	21.2%	11.27%	43.1%
2020	School	31.7%	55.5%	31.6%	38.7%	44.5%	36.6%	13.6%	N/A	N/A
	District	25.6%	55%	30.5%	37.3%	64%	45.6%	13.4%		

Sage Elementary SPP is a result of a Pilot VI for the 19-20 school year.



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	NA	NA	NA
District			

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	424	391	372
District	380	361	347

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Jessica Harris	Principal
Sadie Goulding	Counselor
Jenn Bixler, Cathy Gevock, Christy Welch , Katie Hammer	Teacher(s)

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School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Sage School Performance Plan was piloted in 2020-2021 and an outreach was not planned for the 21-22 school year.			
Open House	August 25th, 5:00	300	Parents & students want to be back in school full time for a normal school year. A phone call and a letter were mailed home inviting families to the event. Teachers also used their own platform of communication to invite their families to the event. The principal posted a message on the website and PTA posted an invite on their Facebook page.
Parent Teacher Conferences	November 3rd & 4th- 12:00-6:00	95%	Parents care about their students' education. We have to be accommodating and allow for non-traditional ways of holding conferences. A phone call letting parents know about conferences was scheduled. Teachers also used their own platform of communication to invite their families to the event. The PTA posted a notification on their Facebook page.

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Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	Nevada School Performance Framework (NSPF), Smarter Balanced Assessment Consortium (SBAC), Measures of Academic Progress (MAP) test, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments, Educational Software for Guiding Instruction (ESGI), the Brigance 3 for our Preschool and Kindergarten students, summative assessments (common between grade levels).	Sage Elementary School Improvement Survey, WIN (What I Need, School Wide Intervention).	Teacher/Administrator Observation Data
Problem Statement	Fall MAP data shows that many students entering kindergarten at Sage perform significantly below grade level benchmarks. SBAC data tells us that less than half the students in third and fourth grade are proficient in reading and math.		
Critical Root Causes	Fall MAP data shows that many students entering kindergarten at Sage perform significantly below grade level benchmarks. SBAC data tells us that more than half the students in third and fourth grade are not proficient in reading and math. Based on the data, the challenges are not only to support students in meeting expected growth, but to exceed the expected growth in order to “close the gap.” Furthermore, students were out of school for significant periods of time during the last year and a half due to the COVID-19 pandemic. Students were unable to attend after school tutoring or receive targeted interventions during the school day.		

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Part B

Student Success	
<p>School Goal: Currently, 35.5% of students at Sage are proficient in reading. By spring of 21-22, 42.5% of students will be proficient in reading. Additionally, 33.3% of students at Sage are proficient in math. By spring of 21-22, 38.3% of students will be proficient in math. These goals will be measured by the Spring NWEA Measures of Academic Progress (MAP) assessment.</p>	<p>Aligned to Nevada’s STIP Goal:</p> <p>Goal 1: All students have access to effective educators.</p> <p>Goal 2: All students experience continued academic growth.</p> <p>Goal 3: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.</p> <p>Goal 4: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
<p>Improvement Strategy: <i>Hire two teachers to work as reading interventionists.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>ESSA recommends this intervention category (Solution Tree) as a level 3. Sage will be using a data based approach to provide targeted interventions and progress monitoring.</i></p>	
<p>Intended Outcomes: All students will show larger than average growth on progress monitoring measures as well as increase in MAP scores.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Maintain a schedule which allows: 1) A common planning time where grade level groups have time to plan collaboratively and develop</i> 	

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common curriculum, instructional strategies and common assessments. 2) A designated reading, math and intervention block 3) Provide push in support to classroom teachers and students during the day

- *The use of MAPS, Brigance, and appropriate progress monitoring tools such as DIBELS or Wonders*
- *Continually review and revise current essential content pacing guides in ELA and Math*
- *Provide teachers with instruction to disseminate MAP data to guide instruction*
- *Address student needs and instructional practices based on Response to Intervention*
- *All students will participate in targeted interventions daily*
- *Utilize two LLCs to assist in targeted reading interventions in grades K - 5*
- *Utilize Heggerty Phonemic Awareness for targeted intervention in grades K-5*
- *Encourage families to be active participants in the academic and social activities of their students*

Resources Needed:

- *DIBELS*
- *Two LLCs*
- *Brigance*
- *Common Planning time*
- *Educational staff including instructional support teachers (ESL, special ed, two literacy specialists, two RBG3 literacy strategists, dyslexia strategist, instructional aides, and specials teachers)*
- *Full time School Counselor*
- *ESGI*
- *Learning A-Z*
- *Renaissance*
- *Mystery Science*
- *IXL*
- *Readworks*
- *Starfall*
- *Zearn*
- *Eureka Math*

Challenges to Tackle:

- *Probable interruptions to in person instruction due to the COVID pandemic*
- *Significant number of student and staff absences due to the COVID pandemic*
- *Limited time to provide school wide professional development for teachers*
- *Navigating teaching online as well as in person simultaneously*

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- *Cost of programs*
- *Lack of family support*

Improvement Strategy: *All students will participate in forty minutes of targeted reading intervention daily.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

ESSA recommends this intervention category (Solution Tree) as a level 3. Sage will be using a data based approach to provide targeted interventions and progress monitoring.

Intended Outcomes: All students will show larger than average growth on progress monitoring measures as well as increase in MAP and DIBELS scores.

Action Steps:

- *Maintain a schedule which allows: 1) A common planning time where grade level groups have time to plan collaboratively and develop common curriculum, instructional strategies and common assessments. 2) A designated reading intervention block 3)Specials teachers will provide math support to classroom teachers and students during the day*
- *Staff to identify actionable feedback and implement shifts in instruction to reflect the priorities of the NVACS*
- *The use of MAPS, Brigance, and appropriate progress monitoring tools such as DIBELS or Wonders*
- *Provide teachers with instruction to disseminate MAP data to guide instruction*
- *Address student needs and instructional practices based on Response to Intervention*
- *Curriculum learning targets must be identified from the NACS.*
- *Learning targets must be made a focus of all instruction.*
- *Learning targets and pacing guides must be continually adjusted and revisited throughout the school year.*
- *Curriculum learning targets must be accurately assessed through common assessments.*
- *Utilize two Contracted Reading Interventionist to assist in targeted reading interventions in grades K - 5*
- *Continue the implementation of Academic Monitoring Plans (AMP's) and other Read By Grade Three (RBG3) requirements*

Resources Needed:

- *DIBELS*
- *Two LLCs*
- *Brigance*
- *Common Planning time*
- *Educational staff including instructional support teachers (ESL, special ed, two literacy specialists, two RBG3 literacy strategists, dyslexia strategist, instructional aides, and specials teachers)*
- *Full time School Counselor*
- *ESGI*

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- *Learning A-Z*
- *Renaissance*
- *Mystery Science*
- *IXL*
- *Readworks*
- *Starfall*
- *Zearn*
- *Eureka Math*

Challenges to Tackle:

- *Probable interruptions to in person instruction due to the COVID pandemic*
- *Significant number of student and staff absences due to the COVID pandemic*
- *Limited time to provide school wide professional development for teachers*
- *Navigating teaching online as well as in person simultaneously*
- *Cost of programs*
- *Lack of family support*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners:

- *Early identification of English Language Learners*
- *ELL push in support for students in their classroom*
- *Language support for students and families (ex. All communications with families will be in the child's native language)*

Foster/Homeless:

- *Early identification of students who are at risk for falling behind in school*
- *Push in support for students in their classrooms*
- *Student and Family support through Communities in Schools*
- *Support through McKinney Vento*

Free and Reduced Lunch:

- *Early identification of students who are at risk for falling behind in school*
- *Student and Family support through Communities in Schools*
- *Through regular monitoring, student academic progress can be tracked using a progress monitoring process supported by summative assessments, strategies will be developed which will ensure that students are receiving maximum instructional benefits.*



Migrant:

No migrant students attend Sage Elementary

Racial/Ethnic Minorities:

- *Student and Family support through Communities in Schools*
- *Through regular monitoring, student academic progress can be tracked using a progress monitoring process supported by summative assessments, strategies will be developed which will ensure that students are receiving maximum instructional benefits.*

Students with IEPs:

- *All students will participate in targeted interventions daily*
- *The use of MAPS, Brigance, and appropriate progress monitoring tools such as DIBELS or Wonders*
- *Push in support for students in their classrooms.*

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	NEPF (Nevada Educator Performance, Framework), Grade level PLC notes, Grade Level Pacing Guides, Examples of reading and math lessons, Examples of created common assessments, MAP scores, Bi-weekly DIBELS progress monitoring and benchmarking	NEPF (Nevada Educator Performance Framework), Participation in District Professional Development (NEPF, RBG3)	Common Prep/Planning times for all grade levels, Designated forty minute blocks of targeted intervention, Intervention Push - In support, LLC literacy support, RBG3 Literacy Strategist, Mentor Teacher
Problem Statement	Assessment and survey data identify that students are significantly below typical data trends at Sage. There is a significant need for targeted intervention, RTI, and staff professional development specifically in targeted intervention instructional strategies.		

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Critical Root Causes	Students have experienced 1 ½ years of the COVID pandemic and are missing essential foundational skills which have put them significantly behind grade level. All staff need professional development specifically geared towards providing targeted intervention to students in reading and math. In addition to professional development in reading and math, all staff need professional development in how to best utilize assessment data to support students’ academic growth. Students were unable to participate in intervention the previous year due to the COVID pandemic.
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Part B

Adult Learning Culture	
<p>School Goal: A school wide intervention program will be established (following an RTI model). Through support and professional development provided by the interventionist and the RBG3 Literacy Strategist, the number of students on AMP plans will decrease by 25% at the completion of the mid-year MAPS assessment.</p>	<p>STIP Connection:</p> <p>Goal 1: All students have access to effective educators.</p> <p>Goal 2: All students experience continued academic growth.</p> <p>Goal 3: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.</p> <p>Goal 4: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
<p>Improvement Strategy: Hire teachers to provide before and after school tutoring to students who are below grade level in MAPS. Send a teacher from each grade level to a professional development conference on Response to Intervention. <i>The interventionist will plan school wide interventions, analyze multiple sources of assessment data to identify students who are performing below grade level in reading and math. School Literacy Strategists will create a basket for each grade level that contains intervention materials to provide tier 1 instruction in reading.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>ESSA recommends this intervention category (Solution Tree) as a level 3. Sage will be using a data based approach to provide targeted interventions and progress monitoring.</i></p>	

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Intended Outcomes: *An effective intervention program will be established. At risk students in ELA and Math will be quickly identified. Appropriate targeted interventions will be established for all students in grades K - 5. All student growth will be regularly monitored. Teachers will use effective intervention strategies to provide instruction to all students.*

Action Steps:

- *Maintain a schedule which allows: 1) A common planning time where grade level groups have time to plan collaboratively and develop common curriculum, instructional strategies and common assessments. 2) A designated reading, math and intervention block 3) Provide push in support to all classroom teachers and students during the day*
- *The use of MAPS, Brigance, and appropriate progress monitoring tools such as DIBELS or Wonders*
- *Provide teachers with instruction to disseminate MAP data to guide instruction*
- *Address student needs and instructional practices based on Response to Intervention*
- *Continue the implementation of Academic Monitoring Plans (AMP's) and other Read By Grade Three (RBG3) requirements*
- *The RBG3 Literacy Strategist will provide professional development for teachers (in Literacy and in the area of maintaining AMPs)*
- *Develop, monitor, and track AMP plans as required by RBG3*
- *Maintain communication with parents of students who are placed on AMP plans*

Resources Needed:

- *DIBELS*
- *Two Contracted Reading Interventionist*
- *Brigance*
- *Common Planning time*
- *Educational staff including instructional support teachers (ESL, Special Ed, RBG3 Literacy Strategist, Instructor and Instructional aides*
- *Full time School Counselor*
- *ESGI*
- *Learning A-Z*
- *Literacy Strategists*
- *Intervention Teachers*

Challenges to Tackle:

- *Probable interruptions to in person instruction due to the COVID pandemic*
- *Significant number of student absences due to the COVID pandemic*
- *Limited time to provide school wide in person professional development for teachers*
- *Adhering to State Mandates with appropriate spacing of students*
- *Limited time to provide school wide professional development for teachers*



- *Navigating teaching online as well as in person simultaneously*

Improvement Strategy: Hire a teacher from each grade level to provide before and/or after school tutoring to students below grade level in math and reading. *The teacher hired will track students progress. The teacher will also work with staff members, including the school counselor, support staff, and Read By Grade Three Literacy Strategist, to implement effective intervention instructional strategies.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

ESSA recommends this intervention category (Solution Tree) as a level 3. Southside will be using a data based approach to provide targeted interventions and progress monitoring.

Intended Outcomes: *An effective intervention program will be established. At risk students in ELA and Math will be quickly identified. Appropriate targeted interventions will be established for all students in grades K - 5. All student growth will be regularly monitored. Teachers will use effective intervention strategies to provide instruction to all students.*

Action Steps:

- *All students will participate in targeted interventions daily*
- *The use of MAPS, Brigance, and appropriate progress monitoring tools such as DIBELS or Wonders*
- *Provide teachers with instruction to disseminate MAP data to guide instruction*
- *Address student needs and instructional practices based on Response to Intervention*
- *Provide professional development and training to teachers in how to develop and maintain AMP plans as required by RBG3*

Resources Needed:

- *DIBELS*
- *Two Contracted Reading Interventionists*
- *Brigance*
- *Common Planning time*
- *Educational staff including instructional support teachers (ESL, Special Ed, RBG3 Literacy Strategist*
- *ESGI*
- *Learning A-Z*
- *Intervention Teacher*

Challenges to Tackle:

- *Probable interruptions to in person instruction and/or after school tutoring due to the COVID pandemic*
- *Significant number of student and staff absences due to the COVID pandemic*
- *Limited time to provide in person school wide professional development for teachers*
- *Navigating teaching online as well as in person simultaneously*



Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners:

- *Early identification of English Language Learners*
- *ELL push in support for students in their classroom*
- *Language support for students and families (ex. All communications with families will be in the child's native language)*

Foster/Homeless:

- *Early identification of students who are at risk for falling behind in school*
- *Push in support for students in their classrooms*
- *Student and Family support through Communities in Schools*
- *Support through McKinney Vento*

Free and Reduced Lunch:

- *Early identification of students who are at risk for falling behind in school*
- *Student and Family support through Communities in Schools*
- *Through regular monitoring, student academic progress can be tracked using a progress monitoring process supported by summative assessments, strategies will be developed which will ensure that students are receiving maximum instructional benefits.*

Migrant:

No migrant students attend Sage Elementary

Racial/Ethnic Minorities:

- *Student and Family support through Communities in Schools*
- *Through regular monitoring, student academic progress can be tracked using a progress monitoring process supported by summative assessments, strategies will be developed which will ensure that students are receiving maximum instructional benefits.*

Students with IEPs:

- *All students will participate in targeted interventions daily*
- *The use of MAPS, Brigance, and appropriate progress monitoring tools such as DIBELS or Wonders*
- *Push in support for students in their classrooms.*



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Nevada SCSEL Survey</i>	<i>Professional Learning Communities agenda topics and questions</i>	<i>Parent Conferences, Open House, and PTA meetings</i>
Problem Statement	As an SPP committee we noticed a decrease in parent engagement and participation at home.		
Critical Root Causes	Students have experienced 1 ½ years of the COVID pandemic and are missing essential foundational skills which have put them significantly behind grade level. During the 2020-2021 academic year students participated in distance learning, hybrid learning, and regular in person instruction. To bring students up to grade level we need parent involvement.		

Part B

Connectedness	
<p>School Goal: <i>Students scoring at or below the 40th percentile in MAPS reading and math will decrease by 20% because families are working with their child at home.</i></p>	<p>STIP Connection:</p> <p><i>Goal 2: All students have access to effective educators.</i></p> <p><i>Goal 3: All students experience continued academic growth</i></p> <p><i>Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.</i></p> <p><i>Goal 6: All students and adults learn and work</i></p>

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	<p><i>together in safe environments where identities and relationships are valued and celebrated.</i></p>
<p>Improvement Strategy: <i>A family engagement night will be hosted by Sage staff. The purpose of the family night will be to make and take games and lessons to easily implement at home to boost the child's academic progress towards reading and math.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>ESSA recommends this intervention category (Solution Tree) as a level 3. Sage teachers from each grade level will track participation at the event then survey students and parents to determine if they are utilizing and practicing with the tools made at the engagement night.</i></p>	
<p>Intended Outcomes: <i>Families who participated in the make it-take it night will see an increase in students performance on MAPS testing.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Grade levels will meet to determine what parents will be making and taking in order to boost student achievement</i> ● <i>An invitation will be created to send home and a phone call will go out to families, inviting them to the event</i> ● <i>Attendance at the event will be tracked by grade level</i> ● <i>At least one teacher from each grade level will be present to explain the task and help parents assemble and engage with their child.</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>A math and reading activity from each grade level</i> ● <i>A book for each student that comes</i> ● <i>Pastries</i> 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● <i>Limited participation</i> ● <i>Possibly need to hold multiple events as the year progresses and the skills students need to practice at home change.</i> 	

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
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District	70,000 5,000 5,000 2,500	Additional district funds other than the site budget is used for Kindergarten through 5th grade literacy intervention. The funds support two literacy strategists who provide targeted intervention supports for teachers and students in reading. In addition, it funds two contracted reading interventionists and a stipend for a site dyslexia facilitator.	Inquiry Areas 1, 2, and 3 along with subsequent goals.
At Risk Allocation	30,789.02	Before and after school tutoring Family engagement night RTI Conference	Inquiry Areas 1, 2, and 3 along with subsequent goals.

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