

State Public Charter School Authority
Strong Start Academy Elementary School
2023-2024 School Improvement Plan

Classification: Not Rated

Distinction Designations:
Title I

Board Approval Date: November 30, 2023
Public Presentation Date: November 30, 2023

Mission Statement

The mission of Strong Start Academy Elementary School is to provide equitable, high-quality academics as we prepare our bilingual, civic-minded thinkers to maximize their potential in their community and the world. SSAES is committed to building a culture of high academic achievement for all students. All children will engage in dual language education that supports and embraces the development of English and Spanish while honoring their home languages and cultures. SSAThe vision of Strong Start Academy Elementary School is a culturally diverse learning community that prepares children to excel academically in two languages and have a positive impact on an increasingly evolving and global society.

ES will offer rich linguistic and cultural education that values and develops families' cultural heritages and home languages as assets. Providing an enriched multilingual education combined with high expectations will help students attain their greatest potentials, and close the achievement gap while preparing them for success in the 21st century.

Vision

The vision of Strong Start Academy Elementary School is a culturally diverse learning community that prepares children to excel academically in two languages and have a positive impact on an increasingly evolving and global society.

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/strong_start_academy/2023/nspf/.

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Comprehensive Needs Assessment

Revised/Approved: March 15, 2023

Student Success

Student Success Areas of Strength

- High quality Tier 1 reading and math programs
- Experienced and dedicated teaching staff
- Small classrooms
- Instruction in two languages – Spanish and English

Student Success Areas of Growth

- Implementation of new reading and math program
- Students still recovering from learning loss due to COVID
- Teachers developing understanding of Science of Reading practices

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 49% of students are not meeting grade level proficiency in reading and 46% in math as measured by the fall MAP Growth Assessments.

Critical Root Cause: We are a charter school in year 2 of operation. Currently, we have 143 students enrolled in grades K-2 and of those 143 students, 50% are new to Strong Start for the 2023-2024 school year. Students have not consistently received effective reading and math instruction due to teachers' lack of understanding of best teaching practices in both math and reading.

Adult Learning Culture

Adult Learning Culture Areas of Strength

- Daily time available for PLC meetings.
- Instructional coaches and administrator meet with teachers regularly during PLC meetings to plan implementation of Reading and Math lessons.
- Dedicated professional development prior to beginning the school year and then throughout the school year.
- High quality professional development.

Adult Learning Culture Areas of Growth

- Consistent implementation of Tier I Reading and Math curriculum
- Analyzing assessment data and using the data to adjust instruction and plan for interventions

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Inconsistent implementation of Tier 1 reading and math program and differentiated small group instruction. **Critical Root Cause:** Teachers not adequately trained on the Science of Reading and critical components of reading instruction or effective math practices.

Connectedness

Connectedness Areas of Strength

- Small school
- Time allocated for SEL
- Implementation of SWPBIS

Connectedness Areas of Growth

- Implementation of the SEL program
- Implementation of SWPBIS
- Student absences

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): We are only in the second quarter of school and we already have 22% of our students falling under chronic absenteeism and the number continues to grow. **Critical Root Cause:** During and after COVID excessive absences were normalized and the continuous spread of illnesses continues.

Priority Problem Statements

Problem Statement 1: 49% of students are not meeting grade level proficiency in reading and 46% in math as measured by the fall MAP Growth Assessments.

Critical Root Cause 1: We are a charter school in year 2 of operation. Currently, we have 143 students enrolled in grades K-2 and of those 143 students, 50% are new to Strong Start for the 2023-2024 school year. Students have not consistently received effective reading and math instruction due to teachers' lack of understanding of best teaching practices in both math and reading.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Inconsistent implementation of Tier 1 reading and math program and differentiated small group instruction.

Critical Root Cause 2: Teachers not adequately trained on the Science of Reading and critical components of reading instruction or effective math practices.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: We are only in the second quarter of school and we already have 22% of our students falling under chronic absenteeism and the number continues to grow.

Critical Root Cause 3: During and after COVID excessive absences were normalized and the continuous spread of illnesses continues.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Accountability Data

- State assessment performance report

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI)

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

- Study of best practices





Inquiry Areas

Inquiry Area 1: Student Success

School Goal 1: Increase the percentage of K-3 students at Strong Start Academy scoring above the 60th percentile in Reading from 49% (Fall 2023) to 59% (Spring 2023) as measured by MAP Growth Assessments in Reading and Math.

Evaluation Data Sources: iReady, MAP, IRLA - STIP Goal 3

Improvement Strategy 1 Details	Formative Reviews		
<p>Improvement Strategy 1: Provide ongoing professional development in Reading and Math to support effective implementation of new core curriculum in ELA and Math for all Tiers of instruction.</p> <p>Equity Supports *English Learners: Challenge: All teachers are bilingual and they may want to rely on translation of the instruction rather than making the content comprehensible through the use of scaffolds and EL strategies. Support: Provide professional development to ensure teachers are using best practices with EL students. *Foster/Homeless: Challenge: Homeless students have a higher rate of absenteeism and less time in the classroom learning. Support: Work with families and community partners to help students get caught up when students are at school, maximizing after-school activities. *Free and Reduced Lunch: Challenge: No specific challenges identified as all students receive free lunch and breakfast. Support: No specific challenges identified as all students receive free lunch and breakfast. *Migrant: Challenge: N/A Support: N/A *Racial/Ethnic Groups: Challenge: Teachers may want to remediate instead of accelerate because of learning loss. Support: Provide professional development that addresses equity and acceleration versus remediation. *Students with IEPs: Challenge: Ensure the learning in the special education classroom is connected with learning in the general education classroom. Support: Provide time for the special education teacher to meet with general education teachers during PLCs to ensure learning is connected and meaningful.</p> <p>Action Step's Expected Result/Impact: *Provide ongoing professional development for all staff on the new core Reading and Math curriculum for Tier I and Tier II of instruction. *Administrators will conduct regular classroom observations and provide timely feedback. *Teachers will participate in daily PLCs to plan implementation of curriculum. *Instructional coaches and administrators will join daily PLC meetings.</p>	Formative		
	Feb	May	May

<p>*Instructional coaches available to provide modeled lessons.</p> <p>Challenges to Tackle: *Implementation Challenge: Focusing on the implementation of so many new programs. *Potential Solution: Provide additional days outside of the regular teacher contract to receive professional development on the new reading and math curriculum. Focus on Tier I curriculum first and on one subject at a time.</p> <p>Position Responsible: *Administration *Instructional Coaches *Teachers</p> <p>Identify All That Apply: FRL, EL, IEP, Racial/Ethnic Groups - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> <p>Resources and Funding Needed: Reading and Math Curriculum - Other (Specify source name within the strategy), Professional Development provided by Reading and Math curriculum publishers - Other (Specify source name within the strategy), Common Time for Grade Levels to hold PLC Meetings - Other (Specify source name within the strategy), Instructional Coaches - General Funds, Professional Development Plan - Other (Specify source name within the strategy)</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

School Goal 1 Problem Statements:

Student Success
<p>Problem Statement 1: 49% of students are not meeting grade level proficiency in reading and 46% in math as measured by the fall MAP Growth Assessments. Critical Root Cause: We are a charter school in year 2 of operation. Currently, we have 143 students enrolled in grades K-2 and of those 143 students, 50% are new to Strong Start for the 2023-2024 school year. Students have not consistently received effective reading and math instruction due to teachers' lack of understanding of best teaching practices in both math and reading.</p>

Inquiry Area 2: Adult Learning Culture

School Goal 1: Increase the number of teachers effectively implementing all components of the Science of Reading to 100% as measured by classroom observations.

Evaluation Data Sources: IRLA
Observation notes - STIP Goal 3

Improvement Strategy 1 Details	Formative Reviews		
<p>Improvement Strategy 1: Provide professional development on Science of Reading, American Reading Company, IRLA, phonemic awareness, and differentiated reading instruction. Provide one-on-one coaching from instructional coaches. Conduct regular classroom observations and post-observation conferences. Ensure instructional coaches and administrator consistently attend PLC meetings.</p> <p>Equity Supports *English Learners Challenge: Students may need additional instruction in specific areas of reading such as phonological awareness and/or phonics. Support: Students can be supported with additional instruction provided by the ELL Coordinator or during after-school tutoring. *Foster/Homeless: Challenge: Homeless students have a higher rate of absenteeism and may have gaps in reading due to inconsistent attendance. Support: Ensure teachers are meeting with students daily during small reading groups. *Free and Reduced Lunch: Challenge: No specific challenges identified as all students receive free lunch and breakfast. Support: No specific challenges identified as all students receive free lunch and breakfast. *Migrant: Challenge: N/A Support: N/A *Racial/Ethnic Groups: Challenge: Students may need additional support in reading instruction. Support: Teachers analyze formative assessment data during PLC meetings to identify the need for additional support for all subgroups. Students can be supported with additional instruction provided by the RBG3 Strategist or during after-school tutoring. *Students with IEPs: Challenge: Ensure students receive daily practice with phonemic awareness and phonics and are provided with varied opportunities to apply what they are learning. Support: Provide time for the special education teacher to attend professional development specifically designed to assist special needs students in reading.</p> <p>Action Step's Expected Result/Impact: *Conduct classroom observations *Meet with teachers to provide feedback *Create and provide professional development based on need *Instructional coaches provide modeled lessons *Instructional coaches and administrator attend daily PLC meetings</p> <p>Challenges to Tackle:</p>	Formative		
	Feb	May	May

*Implementation Challenge: Teachers may resist the Science of Reading approach.

*Potential Solution: Present research that supports the Science of Reading.

Position Responsible: *Administration

*Instructional Coaches

*Teachers

Identify All That Apply:

FRL, EL, IEP, Racial/Ethnic Groups

- **Evidence Level:**

Strong

Problem Statements/Critical Root Causes: Adult Learning Culture 1

Resources and Funding Needed: Common time for grade levels to hold PLC meetings - General Funds, Administrator - General Funds , Instructional Coaches - General Funds, Professional Development Plan - Other (Specify source name within the strategy)

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No Progress



Accomplished



Continue/Modify



Discontinue

School Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Inconsistent implementation of Tier 1 reading and math program and differentiated small group instruction. **Critical Root Cause:** Teachers not adequately trained on the Science of Reading and critical components of reading instruction or effective math practices.





Inquiry Area 3: Connectedness

School Goal 1: Reduce the percentage of chronic absenteeism from 51.6% for the 2022-2023 school year to 40% for the 2023-2024 school year.

Evaluation Data Sources: Attendance Records from Infinite Campus - STIP Goal 6

Improvement Strategy 1 Details	Formative Reviews		
<p>Improvement Strategy 1: Improve the school's family engagement practices to help students and families feel more connected to the school and feel safe at school, which will in turn improve attendance.</p> <p>Action Step's Expected Result/Impact: *Provide professional development (PD) to staff focused on family engagement</p> <p>Position Responsible: *Administrator *Consultant Providing PD *Staff</p> <p>Identify All That Apply: FRL, EL, IEP - Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p> <p>Resources and Funding Needed: Professional Development - Other (Specify source name within the strategy)</p>	Formative		
	Feb	May	May

Improvement Strategy 2 Details	Formative Reviews		
<p>Improvement Strategy 2: Continue to implement SEL program with added restorative practice circles to help students feel more connected and safe at school and improve attendance.</p> <p>Challenges to Tackle *Implementation Challenge: Absences will rise as cold and flu season approach. *Potential Solution: Ask families to send their children to school with masks if they are showing signs or symptoms of illness. Action Step's Expected Result/Impact: *Implement daily SEL lessons *Implement daily restorative circles</p> <p>Equity Supports *English Learners: Challenge: Students may not understand the SEL lessons. Support: Teachers must make the content comprehensible for students using EL strategies *Foster/Homeless: Challenge: Students may feel disconnected because of excessive absences. Support: Ensure students are recognized and intentionally paired with other students to increase participation and that their contributions are valued. *Free and Reduced Lunch: Challenge: No specific challenges identified as all students receive free lunch and breakfast. Support: No specific challenges identified as all students receive free lunch and breakfast. *Migrant: Challenge: N/A Support: N/A *Racial/Ethnic Groups: Challenge: Students may feel disconnected if lessons and instructional materials are not culturally responsive. Support: Teachers will recognize and support cultural differences. Have students share experiences and teachers will value all student contributions. *Students with IEPs: Challenge: Students can feel disconnected to their homeroom class because they are pulled out throughout the day to go to the resource room. Support: Ensure students are recognized and intentionally paired with other students to increase participation and that their contributions are valued. Position Responsible: *Administrator *Teachers</p> <p>Identify All That Apply: FRL, EL, IEP - Evidence Level: Moderate Problem Statements/Critical Root Causes: Connectedness 1 Resources and Funding Needed: Professional Development - Title II, Pt. A, Professional Development - Other (Specify source name within the strategy), Teachers - General Funds</p>	Formative		
	Feb	May	May

Improvement Strategy 3 Details	Formative Reviews		
<p>Improvement Strategy 3: Implement an incentive program for coming to school.</p> <p>Action Step's Expected Result/Impact: *Hire a Safe School Professional to monitor attendance and conference with families regarding attendance</p> <ul style="list-style-type: none"> *Implement attendance tracker *Implement incentives for good attendance *Enforce educational neglect for students absent more than 18 days per Nevada law. <p>Position Responsible: *Safe School Professional</p> <ul style="list-style-type: none"> *Teachers *Administrator <p>Identify All That Apply: FRL, EL, IEP</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p> <p>Resources and Funding Needed: Safe School Professional - General Funds, Teachers - General Funds, Administrator - General Funds</p>	Formative		
	Feb	May	May
Improvement Strategy 4 Details	Formative Reviews		
<p>Improvement Strategy 4: Ensure the school is sanitized and disinfected on a daily basis.</p> <p>Action Step's Expected Result/Impact: *Ensure classrooms are disinfected and sanitized</p> <ul style="list-style-type: none"> *Purchase air purifiers for each classroom *Ensure all teachers have hand sanitizer <p>Position Responsible: *Day & Night Custodian</p> <ul style="list-style-type: none"> *Staff <p>Identify All That Apply: FRL, EL, IEP</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p> <p>Resources and Funding Needed: Night Custodian - ARP ESSER (Includes Final One Third) , Air Purifiers - ARP ESSER (Includes Final One Third)</p>	Formative		
	Feb	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

School Goal 1 Problem Statements:

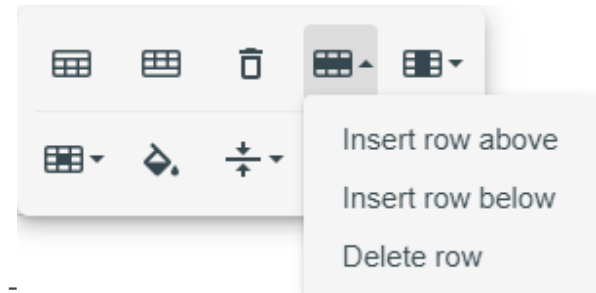
Connectedness

Problem Statement 1: We are only in the second quarter of school and we already have 22% of our students falling under chronic absenteeism and the number continues to grow.
Critical Root Cause: During and after COVID excessive absences were normalized and the continuous spread of illnesses continues.

Plan Notes

How to use this page:

- When you are reviewing parts of the plan you can record your notes in the table below. This will not create a notification so if you need quick follow up, send a quick note to the principal.
- Do not include sensitive information such as student or staff names in this notes space.



If more rows are needed. select inside a cell and use the "Row" button in the pop-up menu -

Date	Name	Department	Notes & Feedback	Campus Note
example : 6/ 29/ 23	Sample user	Campus and District Accountability	Welcome to Plan4Learning! Thank you for all that you do to care for our students and staff!	If you have a response or follow up note you can add it here or reach out to the commenter directly!

Date	Name	Department	Notes & Feedback	Campus Note

School Funding Summary

General Funds					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coaches		\$0.00
2	1	1	Instructional Coaches		\$0.00
2	1	1	Administrator		\$0.00
2	1	1	Common time for grade levels to hold PLC meetings		\$0.00
3	1	2	Teachers		\$0.00
3	1	3	Safe School Professional		\$0.00
3	1	3	Administrator		\$0.00
3	1	3	Teachers		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,473,225.00
+/- Difference					\$1,473,225.00
AB 495					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$22,478.00
+/- Difference					\$22,478.00
IDEA-B					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,297.00
+/- Difference					\$10,297.00
IDEA-b, Sect 619 EC					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00

IDEA-b, Sect 619 EC					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00
Special Education EXN					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$12,079.00
				+/- Difference	\$12,079.00
Special Education ESY					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00
Title I, Pt. A					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$36,118.00
				+/- Difference	\$36,118.00
Title I, 1003(a)					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00
Title II, Pt. A					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
3	1	2	Professional Development		\$0.00

Title II, Pt. A					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,519.00
+/- Difference					\$10,519.00
Title III - ELL					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,009.00
+/- Difference					\$3,009.00
Title IV, Pt. A					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,946.00
+/- Difference					\$2,946.00
NV Ready! State Pre-K					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
McKinney-Vento					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Project Aware					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00

Project Aware					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP ESSER (Includes Final One Third)					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
3	1	4	Air Purifiers		\$0.00
3	1	4	Night Custodian		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$16,010.00
+/- Difference					\$16,010.00
ARP ESSER Late Liquidation					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP ESSER IDEA-B					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP ESSER IDEA-b, Sect 619 EC					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Other (Specify source name within the strategy)					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading and Math Curriculum		\$0.00
1	1	1	Professional Development Plan		\$0.00
1	1	1	Common Time for Grade Levels to hold PLC Meetings		\$0.00
1	1	1	Professional Development provided by Reading and Math curriculum publishers		\$0.00
2	1	1	Professional Development Plan		\$0.00
3	1	1	Professional Development		\$0.00
3	1	2	Professional Development		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,849,308.00
+/- Difference					\$1,849,308.00
Grand Total Budgeted					\$3,435,989.00
Grand Total Spent					\$0.00
+/- Difference					\$3,435,989.00