SPCSA

Strong Start Academy Elementary School

School Performance Plan: A Roadmap to Success

Strong Start Academy Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

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School Designations: ☒Title I ☐CSI ☐TSI ☐ TSI/ATSI

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Miriam Benitez	**Principal(s)** *(required)*
	Other School Administrator(s) *(required*
Florentino Mora; Susana Abrams; Maricellis Abreu	**Teacher(s)** *(required)*
Marisol Piedra	**Paraprofessional(s)** *(required)*
Diana Escobedo	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*
Add additional members/roles as necessary	

School Demographics and Performance Information

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). Our school does not have a School Rating Report because we just opened for the 2022-2023 school year.

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
- High quality Tier 1 reading and math programs - Experienced and dedicated teaching staff - Small classrooms - Instruction in two languages – Spanish and English	- Implementation of new reading and math program - Students still recovering from learning loss due to COVID - Teachers understanding of Science of Reading practices

Problem Statement: 47.5% of students are not meeting the 50th percentile in reading and 40% in math as measured by MAP Growth Assessments.

Critical Root Causes of the Problem:
- We are a brand new charter school with 82 students in grades K-2. The majority of our students are coming to us from over two dozen different schools within Clark County, as well as from out of state and out of country. Since we are new, we do not have trend data available to identify critical root causes to understand why our students are not meeting the 50th percentile in reading and math. However, we do recognize the challenges that come with opening a new school, which include learning many new programs and how to effectively implement the programs. Additionally, teachers must know their intervention materials to provide Tier II and Tier III interventions as needed.

Student Success	
School Goal: Increase the percentage of K-2 students at Strong Start Academy scoring above the 50th percentile in Reading from 52.5% (Fall 2022) to 63% (Winter) and 75% (Spring 2023) as measured by the MAP Growth formative assessments for ELA.	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ☒ STIP Goal 3 ☐ STIP Goal 4

Increase the percentage of K-2 students at Strong Start Academy scoring above the 50th percentile in Math from 60% (Fall 2022) to 70% (Winter) to 80% (Spring 2023) as measured by the MAP Growth formative assessments for Math. **Formative Measures:** ● iReady, MAP, IRLA	☐ STIP Goal 5

Improvement Strategy: 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. **Evidence Level:** Strong - 1 **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● 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. ● Instructional coaches available to provide modeled lessons. **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● Reading and Math Curriculum ● Professional Development provided by Reading and Math curriculum publishers ● Time for grade levels to hold PLC meetings ● Administrator ● Instructional coaches ● Professional Development plan	**Lead:** *Who is responsible for implementing this strategy?* Administration, Instructional Coaches, Teachers

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*
- *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.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- Opportunity 180 Grant
- City of Las Vegas Grant
- Title I
- Title II
- Title III
- Title IV

Resource Equity Supports[1]: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

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:

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[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

- **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.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
- 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.	- Consistent implementation of Tier I Reading and Math curriculum - Analyzing assessment data and using the data to adjust instruction and plan for interventions

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

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

Adult Learning Culture

School Goal: Increase the number of teachers effectively implementing all components of the Science of Reading to 100% as measured by classroom observations. **Formative Measures:** ● IRLA ● Observation notes	Aligned to Nevada's STIP Goal: ☐ STIP Goal 1 ☐ STIP Goal 2 ☒ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5

Improvement Strategy: 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. **Evidence Level:** 1 **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● 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 **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● Time for grade levels to hold PLC meetings ● Administrator ● Instructional coaches ● Professional Development plan **Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*	**Lead:** *Who is responsible for implementing this strategy?* Administration, Instructional Coaches, Teachers

- *Implementation Challenge:* Teachers may resist the Science of Reading approach.
- *Potential Solution:* Present research that supports the Science of Reading.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- Opportunity 180 Grant
- City of Las Vegas Grant
- Title I
- Title II

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

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.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
- Small school - Time allocated for SEL - Implementation of SWPBIS	- Implementation of the SEL program - Implementation of SWPBIS - Student absences

Problem Statement: 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 Causes of the Problem:
- During and after COVID excessive absences were normalized
- The continuous spread of illnesses

Connectedness	
School Goal: Prevent the number of chronic absenteeism to go above 25% by the end of the 2022-2023 school year. **Formative Measures:** • Infinite Campus attendance	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ☐STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☒ STIP Goal 6

Improvement Strategy: Implement SEL program to help students feel more connected and safe at school and improve attendance. Implement an incentive program for coming to school and ensure the school is sanitized and disinfected every evening. **Evidence Level:** Level 2 **Action Steps:** *What steps do you need to take to implement this improvement strategy?* • Implement daily SEL lessons • Implement attendance tracker • Implement incentives for good attendance • Family engagement activities • Ensure classrooms are disinfected and sanitized • Purchase air purifiers for each classroom **Resources Needed:** *What resources do you need to implement this improvement strategy?* • SEL program • Office to implement attendance tracker • Incentives for good attendance • Night custodian • Air purifiers **Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?* • *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. **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* • Title IV • ARP ESSER	**Lead:** *Who is responsible for implementing this strategy? Update after Strategy Selection*

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

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.

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community

Open House	9/1/22	• Information was shared regarding our school program and curriculum
Parent Survey	9/12/22 - 10/14/22	• Parents were surveyed for their input on family engagement opportunities
Parent Teacher Conferences	10-14-22	• iReady and MAP data were discussed with parents during parent teacher conferences
Weekly Parent Communication	10-17-22	• Parents were provided with a tutorial on how to access their child's grades and attendance on Infinite Campus