

State Public Charter School Authority
Strong Start Academy Elementary School
2023-2024 Formative Review with Notes

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/.

Table of Contents



Inquiry Areas	4
Inquiry Area 1: Student Success	4
Inquiry Area 2: Adult Learning Culture	6
Inquiry Area 3: Connectedness	8

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) and in Math from 54% (Fall 2023) to 64% 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.</p>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>Feb</p>  </div> <div style="text-align: center;"> <p>February Lessons Learned</p> <p>We have shown great growth on iReady, while our growth on the MAP Growth assessment has been inconsistent. As teachers are trying to triangulate student data, they are finding that the iReady diagnostic data is more consistent with student performance within the classroom and grade level assessments.</p> <p>February Next Steps/Need</p> <p>Use iReady as the measure in the school's performance plan for Goal 1.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p> </div> <div style="text-align: center;"> <p>May Lessons Learned</p> <p>May Next Steps/Need</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p>  </div> <div style="text-align: center;"> <p>May Lessons Learned</p> <p>May Next Steps/Need</p> </div> </div>

- *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.

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.

Position Responsible: *Administration

*Instructional Coaches

*Teachers

Identify All That Apply:

FRL, EL, IEP, Racial/Ethnic Groups


- **Evidence Level:**

Strong

Problem Statements/Critical Root Causes: Student Success 1

 No Progress

 Accomplished


 Continue/Modify

 Discontinue

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</p>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p>Feb</p>  </div> <div style="text-align: center;"> <p>February Lessons Learned</p> <p>This is our 2nd year of implementation for the American Reading Company core reading program and we are still learning how to fit all of the essential components of reading into our reading block. We have focused a lot of time on small group instruction and learned that we need to create routines for each grade level to ensure consistency.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p> </div> <div style="text-align: center;"> <p>February Next Steps/Need</p> <p>To create routines for writing and whole group Tier 1 reading instruction.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p> </div> <div style="text-align: center;"> <p>May Lessons Learned</p> <p>May Next Steps/Need</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;"> <p>May</p> </div> <div style="text-align: center;"> <p>May Lessons Learned</p> <p>May Next Steps/Need</p> </div> </div>

- *Create and provide professional development based on need
- *Instructional coaches provide modeled lessons
- *Instructional coaches and administrator attend daily PLC meetings

Challenges to Tackle:

- *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

 No Progress

 Accomplished




 Continue/Modify


 Discontinue





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</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	<p>Feb</p> 	<p>February Lessons Learned</p> <p>We have not yet had PD on Family Engagement. We are currently surveying our families to understand their needs.</p>
		<p>February Next Steps/Need</p> <p>To hold PD with staff on Family Engagement</p>
	<p>May</p> 	<p>May Lessons Learned</p> <p>May Next Steps/Need</p>
	<p>May</p> 	<p>May Lessons Learned</p> <p>May Next Steps/Need</p>

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.</p> <p>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.</p> <p>Position Responsible: *Administrator *Teachers</p> <p>Identify All That Apply: FRL, EL, IEP - Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	<p>Feb</p>  <p>February Lessons Learned We have been implementing restorative circles since the begin of the year and it has helped build community in the classrooms.</p> <p>February Next Steps/Need Consistently implement restorative circles during parent engagement nights.</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>

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>Feb</p> <p>February Lessons Learned</p> <p>Our Safe School Professional has been rewarding students who have perfect attendance each month. When we pulled chronic absenteeism data from IC, we are currently at 29% chronic absenteeism which is 10% lower than where we were last year at this time.</p> <p>February Next Steps/Need</p> <p>Safe School Professional will start holding parent conferences with students who are approaching "chronic absenteeism" status.</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>
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>Feb</p> <p>February Lessons Learned</p> <p>A night custodian was hired to ensure rooms were adequately sanitized every night.</p> <p>February Next Steps/Need</p> <p>Purchase air purifiers for each classroom.</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	