



and
Annual Title I
Meeting



Title I - EVERY STUDENT SUCCEEDS ACT (ESSA)

Federal legislation passed to allow for the use of methods and instructional strategies to strengthen the academic program in the school, increase the amount and quality of learning, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded, high-quality education.



WHAT IS TITLE I?

- Title I is a federally funded academic assistance program for schools.
- The goal of Title I is to ensure all children have a fair, equitable, and significant opportunity to obtain a high quality education.



WHAT DOES TITLE I PROVIDE AT MY CHILD'S SCHOOL?

- Strong Start is expecting approximately \$71,040
- Funds will be used for:
 - Professional development for teachers in reading and math
 - Supplemental instructional web-based programs
 - Imagine Español
 - BrainPop Jr.
 - Go Gaurdian
 - iReady reading for 4th and 5th grades



ESSA for Schools

- ✿ Ensure schools issue reports charting school performance.
- ✿ Ensure schools measure student progress using approved tests.
- ✿ Provide teacher training and professional development to improve instruction.



ESSA for Students

- ✿ Sets high expectations for academic achievement.
- ✿ Provides teachers who are licensed by the state of Nevada and use proven teaching methods.
- ✿ Requires yearly testing for Grades 3-8 and High School.



Parents' Rights

- The right to receive periodic progress reports on the child and the school.
- The right to request information about the qualifications of their child's teacher.
- The right to help decide if the school's Title I program is meeting the needs of their child.
- The right to offer suggestions for academic improvement and increased parental involvement.



Parents' Responsibilities

- The responsibility to share information with the teacher about their child's interests and abilities.
- The responsibility to attend parent conferences and to communicate regularly with the school concerning their child's academic progress.
- The responsibility to ensure their child attends school regularly, completes all homework and classroom assignments, and adheres to the school's Family Compact, Code-of-Honor, and school behavior policies.



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.

Mission

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. SSAES 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.

Purpose

Embrace diversity and accelerate learning by providing a high-quality and equitable education to give rise to a bilingual, motivated, and socially responsible community of leaders.



Strong Start Program Goals

- Build bilingual and biliteracy in all students
- Ensure students are on or above grade level
- Promote positive cross-cultural attitudes and behaviors



SSAES Program Model

- ⌘ Two-Way Dual Language 50/50 Model in K-3
 - ⌘ Two languages are used for instruction (English/Spanish)
 - ⌘ Two groups of students are involved
 - ⌘ Native English speakers
 - ⌘ Native speaker of other language (Spanish)
 - ⌘ Simultaneous Bi-Literacy Development
 - ⌘ Language Division by time and subject



Allocation of Instructional Minutes

There are approximately 320 minutes in our instructional day.

Kindergarten

Time	Subject	Language of Instruction	
		Spanish	English
8:15 am - 8:30 am	SEL		10
8:30 am-10:40 am	Reading/Writing		130
10:40 am-11:00 am	Math - English		20
11:40 am- 12:15 Pm	Foundational Skills	35	
12:15 pm- 1:50pm	GLAD/Sci/SS	50	
1:55 pm- 3:10 pm	Math - Spanish	75	
TOTALS		160	160

1st Grade

Time	Subject	Language of Instruction	
		Spanish	English
8:15 am - 8:30 am	SEL		10
8:30 am - 10:45 am	Reading/Writing		135
10:45 am - 11:05 am	Math English		20
11:05 am - 1:00 pm	Math Spanish	75	
1:00 pm - 1:30 pm	Foundational Skills	30	
1:30 pm - 2:20 pm	GLAD/Sci/SS	50	
TOTALS		155	165



Allocation of Instructional Minutes

There are approximately 320 minutes in our instructional day.

2nd Grade			
Time	Subject	Language of Instruction	
		Spanish	English
8:15 am - 8:30 am	SEL		10
8:30 am - 9:20 am	Reading/Sci/SS		50
10:10 am - 11:30 am	Reading/Sci/SS		80
11:30 am - 12:35 pm	Math - English		25
12:35 pm - 1:50 pm	Math - Spanish	75	
1:50 pm - 2:20 pm	Foundational Skills	30	
2:20 pm - 3:10 pm	GLAD/ Sci/ SS	50	
TOTALS		155	165

3rd Grade			
Time	Subject	Language of Instruction	
		Spanish	English
8:15 am - 8:30 am	SEL		10
8:30 am - 10:45 am	Reading/ Writing		135
10:45 am - 12:00 pm	Math - Spanish	75	
12:40 pm - 1:00 pm	Math - English		20
1:00 pm - 1:30 pm	Foundational Skills	30	
2:20 pm - 3:10 pm	GLAD/ Sci/ SS	50	
TOTALS		155	165



Allocation of Instructional Minutes

There are approximately 320 minutes in our instructional day.

4th Grade			
Time	Subject	Language of Instruction	
		Spanish	English
8:15 am - 8:30 am	SEL		10
8:30 am - 11:30 am	Reading/ Writing		130
11:30 am - 12:20 pm	GLAD/ Sci/ SS	50	
1:00 pm - 1:35 pm	Spanish Development	35	
1:35 pm - 1:55 pm	Math - English		20
1:55 pm - 3:10 pm	Math - Spanish	75	
TOTALS		160	160



Allocation of Instructional Minutes

There are approximately 320 minutes in our instructional day.

5th Grade - Ms. McSwain

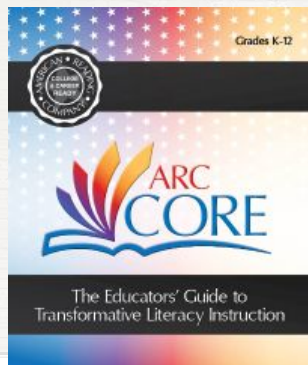
Time	Subject
8:15 am - 8:30 am	SEL
8:30am-9:20am	Reading/Writing/Sci/SS (Group 1)
10:10am-11:50am	Reading/Writing/Sci/SS (Group 1)
11:50am-12:15pm	Reading/Writing/Sci/SS (Group 2)
12:55 pm-3:10pm	Reading/Writing/Sci/SS (Group 2)

5th Grade - Mr. Munoz

Time	Subject
8:15 am - 8:30 am	SEL
8:30am-9:20am	Sci/SS/Health (Group 2)
10:10am-10:35am	Sci/SS/Health (Group 2)
10:35am-11:50am	Math (Group 2)
11:50am-12:15pm	Sci/SS/Health (Group 1)
12:55pm-1:55pm	Sci/SS/Health (Group 1)
1:55 pm-3:10pm	Math (Group 1)



Core Curriculum in English/Spanish

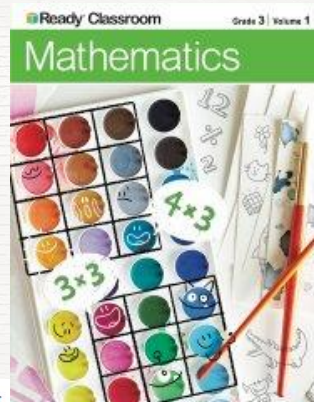
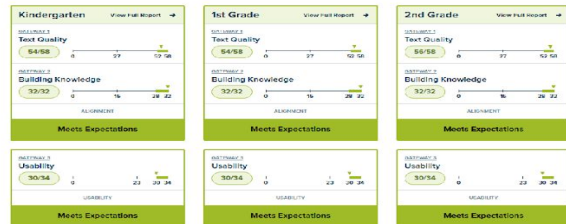


Report Overview

Summary of Alignment & Usability: ARC (American Reading Company) Core I ELA

ELA K-2 ELA 3-5 ELA 6-8 ELA High School

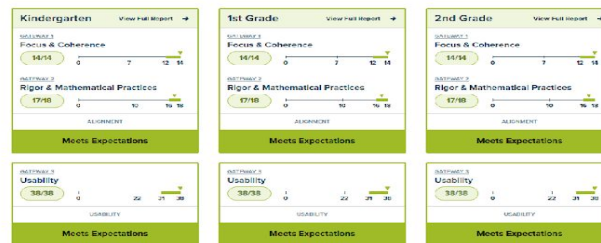
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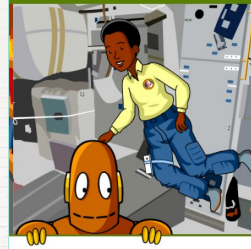
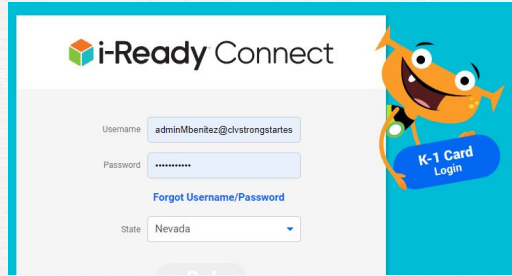
Report Overview

Summary of Alignment & Usability: I-Ready Classroom Mathematics I Math

Math K-2 Math 3-5

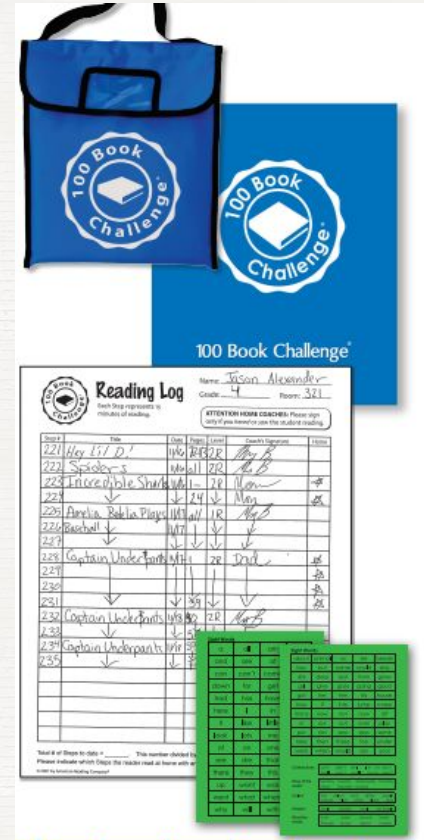


Currículo Complementario



ARC - 100 Book Challenge

- Studies show that students who read for one hour every day, from books they can read and want to read, have a much greater chance of success in school and beyond.
- The 100 BOOK CHALLENGE is an instructional system that places children and their reading lives at the center of the curriculum. Students track their reading steps (1 step = 20 minutes of reading) on their reading logs.
- Please make sure your child reads a minimum of 20 minutes per day at home and is completing their reading log





Strong Start Academy Elementary School

Behavior Matrix



Norms		Classroom Expectations	Hallway Expectations	Restroom Expectations	Lunch Expectations	Playground/Recess
Be Safe	Be Safe by making good decisions/choices	-Walk -Keep your hands and feet to yourself -Stay in assigned area	-Walk -Keep your hands and feet to yourself	-Walk -Wash your hands before you leave -Stay in your own stall	-Walk to your seat -Keep your hands and feet to yourself	-Walk (no running) -Use equipment appropriately/for its intended purpose -Stay in designated areas -Keep your hands and feet to yourself
Be Kind	Be Kind by being respectful/using respectful language	-Be respectful to yourself others and property -Be happy for others -Use good manners -Work collaboratively - Accept differences	-Greet people positively -Help those in need -Respect environment	-Clean up after yourself -Report any messes or problems to an adult	-Use school appropriate language -Include peers in your conversations	-Invite peers to participate - Encourage Classmates
Be Responsible 	Be Responsible by working hard to solve problems	-Use voice level 0-3 -Appropriate use of school materials -Use school appropriate language -Engage in learning -Be prepared and organized -Ask for help when needed -Respect others' property - Accept feedback	-Use voice level 0-1 -Report Inappropriate Behavior -Help keep environment clean	-Use voice level 0-1 -Return back to class in a timely manner -Use restroom appropriately (No Playing) -Report Inappropriate Behavior	-Use voice level 0-2 -Throw away your trash -Finish eating during your lunch time -Report Inappropriate Behavior	-Use voice level 0-4 -Use school appropriate language -Promptly transition from outside to inside -Play fair by game rules -Report Inappropriate Behavior - Accept Feedback



iReady Reading 2024-2025

iReady Reading 2024-2025	iReady Fall	iReady Winter	iReady Spring
Overall School Results	27%	65%	81%
	60%	31%	18%
	13%	4%	1%

iReady Reading 2024-2025	iReady Fall	iReady Winter	iReady Spring
Kindergarten	26%	82%	88%
	75%	19%	12%
	0%	0%	0%
First	12%	62%	77%
	71%	36%	21%
	7%	2%	2%
Second	34%	62%	90%
	43%	32%	11%
	24%	6%	0%
Third	35%	58%	85%
	40%	32%	15%
	25%	11%	0%
Fourth	23%	45%	52%
	65%	44%	41%
	13%	11%	8%



iReady Math 2024-2025

iReady Math 2024-2025				iReady Math 2024-2025	iReady Fall	iReady Winter	iReady Spring
				Kindergarten	14%	54%	85%
					86%	46%	16%
					0%	0%	0%
				First	9%	44%	74%
					83%	59%	25%
					9%	4%	2%
				Second	10%	32%	73%
					63%	62%	26%
					27%	6%	2%
				Third	0%	18%	40%
					60%	53%	90%
					40%	29%	0%
				Fourth	29%	48%	66%
					29%	37%	26%
					42%	15%	8%
Overall School Results					13%	42%	72%
					69%	52%	26%
					18%	8%	1%



Understanding i-Ready Results

For Families

Understanding Your Student's i-Ready Diagnostic Results

What is the i-Ready Diagnostic?

The i-Ready Diagnostic is an adaptive assessment that adjusts its questions for each student. As a student answers correctly, the questions get more difficult. As a student answers incorrectly, the questions get easier. This adaptability allows the i-Ready Diagnostic to identify the strengths and opportunities for growth of each student.

Why is my student taking it?

The purpose of the i-Ready Diagnostic is not to give your student a grade but instead to determine how best to support their learning. It will help your student(s) determine their needs, personalize their learning, and monitor progress throughout the year.

How should I interpret my student's results?

How is my student doing overall?

The goal is for your student to be performing at or above grade level, which means they have mastered the skills students at that grade level are expected to master and are prepared to learn more advanced skills.

On the i-Ready For Families report, the **1 blue bar(s)** on the graph and the corresponding **2 placement level(s)** indicate how your student performed on each test in relation to their grade level, which is indicated by the **3 green shading**. The **4 National Norm percentile** below the graph indicates how your student performed in relation to students in the same grade level nationwide.

How is my student doing in specific learning areas?

Students have different areas of strengths and opportunities for growth. It is important to understand how your student did in more specific learning areas, which are called **domains**. The **5 domain table** shows how your student did in specific domains and helps teachers know where to build on strengths and focus their support.

How is my student progressing over time?

The goal is also for your student to be making progress in their learning. After your student has taken more than one Diagnostic in the school year, you will see results for each Diagnostic, allowing you to see the progress your student is making both overall and in each domain.



What if my student is performing below grade level?

This situation can happen, and teachers and schools have many strategies and programs to help accelerate your student's learning. Having this information can help you, your student, and their teachers have the right conversations to make the needed progress.

What does it mean if my student scored lower on the second Diagnostic than the first?

A lower score does not mean your student did not learn or lost skills. Scores can be affected by things like stress, distraction, taking the Diagnostic in a different place, and receiving help. This can be particularly common when students are learning in different environments and under unique circumstances. Teachers take this into account and use the data from i-Ready as one of many tools to understand your student's unique needs and progress.

What can I do to help my student?

- **Discuss these results with your student.** Celebrate their strengths and progress, and collaborate with them on planning how they will reach their goals.
- **Reach out to your student's teacher** to get more ideas and resources to support your student in specific domains and/or skills.
- If your student uses i-Ready Personalized Instruction, **review their progress** on the student dashboard and support their learning at home with these [tips](#), which can be found at [i-ReadyCentral.com/PDFs/Fridge-Tips-for-i-Ready-Lessons-at-Home](#).

Where can I get more information?

Visit the [Family Center](#) for additional information and helpful guidance and tools for supporting your student at home.



iReady Results

- You will have the opportunity to learn about the iReady Reading and Math assessments.
- You will have the opportunity to see your child's iReady assessment results
- You will use the assessment results to learn how to best help your child at home.





Thank you for
attending!