

State Public Charter School Authority
Strong Start Academy Elementary School
2025-2026 School Improvement Plan

Classification: Not Rated

Title I



ELEMENTARY SCHOOL
AT THE TONY HSIEH
EDUCATION CENTER

District Approval Date: November 30, 2025 **Public Presentation Date:** November 30, 2025

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.

Demographics & Performance Information

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 https://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/strong_start_academy/2024/nspf/.

Table of Contents

Comprehensive Needs Assessment	5
Student Success	5
Adult Learning Culture	7
Connectedness	9
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Inquiry Areas	13
Inquiry Area 1: Student Success	13
Inquiry Area 2: Adult Learning Culture	17
Inquiry Area 3: Connectedness	19
Schoolwide and Targeted Assistance Title I Elements	21
1.1: Comprehensive Needs Assessment	21
2.1: School Performance Plan (SPP) developed with appropriate stakeholders	21
2.2: Regular monitoring and revision	21
2.3: Available to parents and community in an understandable format and language	21
2.4: Opportunities for all children to meet State standards	21
2.6: Address needs of all students, particularly at-risk	21
3.1: Annually evaluate the schoolwide plan	21
4.2: Offer flexible number of parent involvement meetings	22
School Funding Summary	23
Addendums	29

Comprehensive Needs Assessment

Revised/Approved: February 15, 2025

Student Success

Student Success Areas of Strength

At Strong Start Academy, students are demonstrating high levels of engagement with the Tier 1 reading and math curriculum. Students are immersed in a bilingual education, learning in both Spanish and English, which not only enhances their academic skills but also enriches their cultural awareness and communication abilities. This dual-language approach is yielding positive results, as evidenced by students showing significant growth in both reading and math proficiency, further indicating their understanding of core concepts. In addition to academic progress, students are making strides in their English and Spanish language development, gaining fluency and confidence in both languages. Furthermore, our students are exhibiting behavioral improvements and social-emotional growth, contributing to a positive classroom environment and fostering meaningful relationships with their peers and teachers. To support these achievements, many students are also participating in extended day programs such as, after-school tutoring, Saturday school, and summer school, which provides them with additional academic support and reinforces their learning.

Student Success Areas for Growth

At Strong Start Academy, we are committed to ensuring every student thrives academically and linguistically. One of our key challenges is chronic absenteeism, which significantly contributes to learning gaps. When students miss school frequently, they lose valuable instructional time, making it difficult to build upon previously taught concepts. In subjects like math, where skills are sequential, inconsistent attendance can leave students struggling to grasp new material because they lack a strong foundation. Additionally, chronic absenteeism disrupts students' ability to engage in discussions, collaborative learning, and hands-on activities that reinforce understanding. In math instruction, our focus is on strengthening students' conceptual understanding, particularly in numbers and operations, as this becomes increasingly critical as students progress. In the early years, students build a foundation of number sense, but as they advance, these concepts transition into more procedural thinking, such as multi-step problem-solving and algebraic reasoning. Without a deep conceptual understanding, students may struggle to apply procedures accurately, leading to gaps in mathematical proficiency. Another key challenge in math is bridging vocabulary between Spanish and English. Since math is taught in Spanish, but standardized assessments are in English, our teachers must strategically connect both languages to support bilingual math proficiency. Finally, explicit vocabulary instruction is essential in a dual language program to ensure students develop academic language proficiency in both Spanish and English. Additionally, teaching students to answer text-dependent questions with a focus on quality over quantity strengthens their ability to analyze texts, build critical thinking skills, and deepen comprehension. Students need the linguistic and academic skills necessary to comprehend grade level texts.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Although instruction is offered in Spanish & English, standardized assessments (iReady, MAP, SBAC) are all in English which fails to adequately demonstrate students' growth and achievement.	Teachers will focus small group instruction on bridging Spanish instruction to English instruction, specifically focusing on vocabulary.
Foster/Homeless	Homeless students have a higher rate of absenteeism and less time in the classroom learning.	The school's Safe School Professional will work closely with Foster/Homeless families to provide resources and identify barriers to getting students to school.
Free and Reduced Lunch	Teachers may over-scaffold new curriculum to make grade-level content more accessible or assign work outside the approved curriculum to help students access "on" grade-level material that is not as rigorous.	Ensure teachers understand the importance of productive struggle, collaborative meaning-making, and consistent engagement with high-quality, rigorous curriculum
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Teachers may want to remediate instead of accelerate because of learning gaps.	Ensure teachers understand equitable practices and are constantly acceleration instead of remediating.
Students with IEPs	The learning in the special education classroom is often disconnected with learning in the general education classroom.	Provide time for the special education teacher to meet with the general education teachers during PLCs to ensure learning is connected and meaningful.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 37% of students are not meeting grade level proficiency in reading and 60% in math as measured by Winter iReady diagnostic assessments.
Critical Root Cause: We are projecting 280 students to enroll in K-5 for the 2025-2026 school year. 30% will be new to Strong Start. Students who are not yet meeting grade-level proficiency have learning gaps influenced by inconsistent attendance and varied prior schooling experiences, including limited access to effective language support. This has contributed to reading and math scores that fall below grade level.

Adult Learning Culture

Adult Learning Culture Areas of Strength

The school provides daily time for teachers to engage in Professional Learning Communities (PLCs) meetings. PLCs foster collaborative environments where educators can share best practices, analyze student data, and develop strategies to improve teaching and learning. This ongoing collaboration with the instructional coach, the administrators, and the teachers enhances teacher effectiveness and directly impacts student achievement. Additionally, high-quality professional development is offered to support reading, math, and language acquisition. High-quality professional development is crucial for educators as it equips them with the latest teaching strategies, tools, and knowledge necessary to enhance student learning. It fosters continuous growth and promotes best practices, which ultimately leads to improved educational outcomes and a more engaged learning environment for students. Finally, the school established a Multi-Tiered System of Supports (MTSS) framework. This MTSS structured approach addresses the diverse academic, behavioral, and social-emotional needs of all students. MTSS ensures that support is data-driven and tailored, allowing for early identification and intervention for students who may be struggling. This proactive and inclusive system fosters a positive learning environment, promotes collaboration among educators, and enhances student outcomes by ensuring that every learner receives the appropriate level of support to succeed.

Adult Learning Culture Areas for Growth

Our areas for growth in fostering a strong adult learning culture includes providing comprehensive support for new teachers as we expand into all grade levels. Ensuring that educators receive ongoing training and resources to effectively implement the school's adopted curriculum is critical to maintaining instructional quality. This includes supporting teachers in delivering differentiated instruction across the three Tiers of instruction. By equipping educators with the knowledge and tools to effectively implement each tier, we can ensure that all students receive the appropriate level of support to achieve academic success. Additionally, less experienced teachers, in particular, need support in developing their understanding of language acquisition and strategies to accelerate English and Spanish language development. Another challenge is the increasing cost of high-quality professional development. This coupled with limited grant funds, poses a significant challenge in securing high-quality professional development opportunities. Furthermore, as a small, single-campus school, we face challenges in delivering essential support services—such as those provided by nurses, psychologists, speech pathologists, occupational therapists, and physical therapists. Limited resources and a shortage of qualified professionals make it difficult to secure these services on a full-time basis, highlighting the need for innovative solutions to support both student needs and professional learning for staff in these specialized areas.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Many of our bilingual teachers rely on translation as a strategy rather than making the content comprehensible through the use of just-in-time scaffolds and EL best practices for language acquisition.	Provide professional development to ensure teachers are using best practices to support language learning.
Foster/Homeless	Students may have gaps in core subject areas due to inconsistent attendance.	Ensure teachers are consistently providing small group instruction to address needs.

Student Group	Challenge	Solution
Free and Reduced Lunch	Students' ability levels within each classroom vary significantly, leading to disparities in whole-group instruction.	Teachers are provided with professional development to ensure they know how to differentiate instruction for students during small group instruction.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Students are struggling with vocabulary and comprehension in reading and number and operations in math.	Teachers analyze data during PLC meetings to identify the need for additional support for all subgroups. Students needing additional support are provided with extended school day opportunities (after-school tutoring, Saturday school, summer school).
Students with IEPs	Students experiences with hands-on and multi-sensory learning are limited.	Teachers need to ensure lessons include multi-sensory experiences.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Varied levels of implementation of the Tier 1 reading and math curriculum (Heggerty, ARC, Ready Math) and of differentiated and targeted, small-group Tier 2 instruction.

Critical Root Cause: Teachers have varying levels of teaching experience, familiarity with the school's curriculum, and engagement in professional development focused on effective reading instruction and math practices.

Connectedness

Connectedness Areas of Strength

Strong Start Academy aims to improve student engagement, well-being, and attendance by implementing varied strategies that foster a sense of connectedness among students. Strong Start has created a welcoming school environment that promotes an inclusive climate. The school has also implemented a 'small school' model to create a more personalized learning environment and enhance personal connections. Strong Start prioritizes Social-Emotional Learning (SEL) with dedicated time allocated for daily SEL lessons and the implementation of the School-Wide Positive Behavioral Interventions and Supports (SWPBIS) framework. Additionally, attendance incentives have been established to encourage and reward consistent school attendance. To strengthen school and parent communication, Strong Start Academy hosts monthly family engagement events that foster strong relationships between families, students, and staff. These events provide opportunities for families to connect with the school community, participate in student learning experiences, and engage in meaningful discussions that support student success. Additionally, the school sends out weekly parent communication newsletters to keep families informed about important updates, school events, and ways to support their child's academic journey. The school has also formed a 'Parent Council' to encourage parent involvement in decision-making, promote community-building through events and activities, and enhance overall support for students and educators, leading to a stronger, more engaged school community. Furthermore, Strong Start Academy has a Health and Wellness specialist who works collaboratively with the school's Safe School Professional to enhance programs that support the well-being of students and staff while providing essential resources for the school community.

Connectedness Areas for Growth

Despite efforts to strengthen a sense of connectedness between families and the school community by establishing a Parent Council and hosting monthly family engagement events, 21% of our families remain disengaged, and their children are among those most frequently identified as chronically absent. The school recognizes the need for a more personalized and individualized approach to family engagement for this subgroup of families. This may include direct outreach, one-on-one meetings, and culturally responsive communication strategies that address specific barriers preventing participation. Additionally, the Safe School Professional needs to take a more active role in personally engaging these families through phone calls, meetings, and consistent communication to build trust and provide the necessary support.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	SEL lessons are in English and EL students may not fully understand the lesson.	Teachers must ensure students understand the lesson by making the content comprehensible using GLAD strategies.
Foster/Homeless	Students may feel disconnected from school and from their peers because of inconsistent attendance.	Ensure students are intentionally paired with other students to increase participation and peer connections.
Free and Reduced Lunch	Students may be reluctant to participate during circle conversations.	Ensure all students participate after SEL lesson in the follow up circle time.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Students may feel disconnected if their contributions are not valued.	Teachers will recognize and support cultural differences and value all student responses.
Students with IEPs	Students may feel disconnected to their homeroom class because they are pulled out throughout the day to go to the resource room.	Ensure students are intentionally paired with a partner to increase participation and collaboration.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): As of spring 2025, 28% of our students are categorized as chronically absent, indicating a significant issue with excessive absenteeism that negatively impacts their academic performance and overall school engagement.

Critical Root Cause: Excessive absences became widely normalized in schools following COVID, leading to a decreased prioritization of regular attendance for various reasons. Children categorized as chronically absent often have not developed strong attendance habits, while parental leniency and a lack of emphasis on the importance of daily school attendance contribute to continued absenteeism.

Priority Problem Statements

Problem Statement 1: 37% of students are not meeting grade level proficiency in reading and 60% in math as measured by Winter iReady diagnostic assessments.

Critical Root Cause 1: We are projecting 280 students to enroll in K-5 for the 2025-2026 school year. 30% will be new to Strong Start. Students who are not yet meeting grade-level proficiency have learning gaps influenced by inconsistent attendance and varied prior schooling experiences, including limited access to effective language support. This has contributed to reading and math scores that fall below grade level.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Varied levels of implementation of the Tier 1 reading and math curriculum (Heggerty, ARC, Ready Math) and of differentiated and targeted, small-group Tier 2 instruction.

Critical Root Cause 2: Teachers have varying levels of teaching experience, familiarity with the school's curriculum, and engagement in professional development focused on effective reading instruction and math practices.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: As of spring 2025, 28% of our students are categorized as chronically absent, indicating a significant issue with excessive absenteeism that negatively impacts their academic performance and overall school engagement.

Critical Root Cause 3: Excessive absences became widely normalized in schools following COVID, leading to a decreased prioritization of regular attendance for various reasons. Children categorized as chronically absent often have not developed strong attendance habits, while parental leniency and a lack of emphasis on the importance of daily school attendance contribute to continued absenteeism.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Early reading assessment results
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs

Adult Learning Culture

- Coaching Logs
- Lesson Plans
- Processes and procedures for teaching and learning, including program implementation
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- Study of best practices
- Walk-through data

Connectedness

- Attendance
- Behavior
- Enrollment trends
- PBIS/MTSS data
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Increase student proficiency in reading by 10% from 64% to 74% as measured by iReady Spring 2025 data, with a 10% reduction in achievement gaps for English Learners and African American students.

Increase student proficiency in math by 10% from 41% to 51% as measured by iReady Spring 2025 data, with a 10% reduction in achievement gaps for English Learners and African American students.

Aligns with District Goal

Formative Measures: Unit quizzes, End of Unit Tests, Standards Mastery, IRLA.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Utilize formative assessment data during PLCs to identify specific skill gaps and implement data-driven small group instruction in reading and math. Ensure groups are flexible and based on ongoing progress monitoring, allowing for differentiated support that meets students' individual needs. EBI Levels: 2 - Professional Learning Communities at Work (PLC at work) - evidence for ESSA. Evidence for ESSA - Find Evidence-Based PK-12 Programs. (2024, November 15). https://www.evidencefoessa.org/program/professional-learning-communities-at-work-plc-at-work/ 4 - Practice guide. WWC Using Student Achievement Data to Support Instructional Decision Making. (n.d.). https://ies.ed.gov/ncee/WWC/PracticeGuide/12 2 - I-ready personalized instruction reading - evidence for ESSA. Evidence for ESSA - Find Evidence-Based PK-12 Programs. (2023, November 29). https://www.evidencefoessa.org/program/i-ready-personalized-instruction-reading/ 1 - ARC Core (formerly zoology one) - evidence for ESSA. Evidence for ESSA - Find Evidence-Based PK-12 Programs. (2024a, December 13). https://www.evidencefoessa.org/program/arc-core-formerly-zoology-one/ 2 - Heggerty's bridge to reading curriculum - evidence for ESSA. Evidence for ESSA - Find Evidence-Based PK-12 Programs. (2024b, March 25). https://www.evidencefoessa.org/program/heggertys-bridge-to-reading-curriculum/ 3 - Imagine language & literacy - evidence for ESSA. Evidence for ESSA - Find Evidence-Based PK-12 Programs. (2024c, May 3). https://www.evidencefoessa.org/program/imagine-language-literacy/ 3 - Imagine espanol - evidence for ESSA. Evidence for ESSA - Find Evidence-Based PK-12 Programs. (2024c, January 8). https://www.evidencefoessa.org/program/imagine-learning-imagine-espanol/ 1 - DreamBox Math - Dreambox Math - evidence for ESSA. Evidence for ESSA - Find Evidence-Based PK-12 Programs. (2024b, July 31). https://www.evidencefoessa.org/program/dreambox-learning/ 1 - Practice guide. WWC Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades. (n.d.). https://ies.ed.gov/ncee/WWC/PracticeGuide/26 2 - Math - evidence for ESSA - page 2. Evidence for ESSA - Find Evidence-Based PK-12 Programs. (2023b, June 1). https://www.evidencefoessa.org/programs/math/page/2/	Status Check		
	Oct	Jan	May
	No review	No review	No review

Action Steps: *Administer regular assessments (iReady, SBAC Interims, IRLA) to identify skill gaps. *Analyze and discuss data during PLCs. *Organize reading and math groups based on assessment data. *Meet with small groups daily to provide additional support as needed (one-on-one conferenceing, reteaching, language bridging, etc.) *Progress monitor groups regularly through ongoing formative assessments. *Adjust groups regularly to reflect student progress and evolving needs. *Differentiate Instruction within small groups. *Use scaffolding techniques, manipulatives, and leveled texts for individualized support. *Incorporate targeted interventions for struggling students and enrichment activities for advanced learners. *Provide professional development for teachers on effective small group instruction strategies, best practices for differentiation and interventions, incorporating multisensory learning techniques to enhance student engagement and accessibility. (Nevada Standards for Professional Development - Equity) *Communicate student progress and provide at-home support strategies. *Offer parent workshops on literacy and math development. *Conduct regular classroom walkthroughs to ensure small groups are cosistently implemented. Position Responsible: Teachers, Paraprofessionals, Instructional Coach, Administrators Resources Needed: ARC Core Curriculum, IRLA materials, iReady Math Curriculum, Math Manipulatives, Imagine Language & Literacy, Imagine Espanol Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Problem Statements/Critical Root Cause: Student Success 1 Resources and Funding Needed: Supplemental Instructional Materials - Title I, Pt. A, Professional Development on small group instruction, interventions, differentiation, and multisensory learning. - Title II, Pt. A, Professional Development on supporting multi-lingual learners. - Title III - ELL, - Title IV, Pt. A			
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SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: 37% of students are not meeting grade level proficiency in reading and 60% in math as measured by Winter iReady diagnostic assessments. Critical Root Cause: We are projecting 280 students to enroll in K-5 for the 2025-2026 school year. 30% will be new to Strong Start. Students who are not yet meeting grade-level proficiency have learning gaps influenced by inconsistent attendance and varied prior schooling experiences, including limited access to effective language support. This has contributed to reading and math scores that fall below grade level.

Inquiry Area 1: Student Success

SMART Goal 2: Increase the percentage of special education students in grades K-5 who are meeting their target stretch growth in Reading from 60% (Spring 2025) to 70% (Spring 2026) and in Math from 60% (Spring 2025) to 70% (Spring 2026) as measured by iReady diagnostic assessment in Reading and Math.

Aligns with District Goal

Formative Measures: Unit quizzes, End of Unit Tests, Standards Mastery, IRLA.

APR Indicator 3D - Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Provide time for classroom teachers to collaborate with special education teacher to ensure student learning is connected across general education and special education setting and that the professional development received in Reading and Math to support effective implementation of all curriculum in ELA and Math for all Tiers of instruction, specifically small group instruction, is being implemented in all classrooms with special education students. EBI Levels: 2 - Professional Learning Communities at Work (PLC at work) - evidence for ESSA. Evidence for ESSA - Find Evidence-Based PK-12 Programs. (2024, November 15). https://www.evidenceforessa.org/program/professional-learning-communities-at-work-plc-at-work/ 4 - Practice guide. WWC Using Student Achievement Data to Support Instructional Decision Making. (n.d.). https://ies.ed.gov/ncee/WWC/PracticeGuide/12 2 - Standards-aligned content in English/Spanish in LA, Math, Science, Social Studies, Arts/Music, Health/SEL, and Engineering/Tech for teachers to make their instruction more engaging and deepen student learning. Brainpop. (n.d.). The Impact of BrainPOP on State Assessment Results 2018 - A study of the effectiveness of BrainPOP in grades 3-8. brainpop. Retrieved from https://go.brainpop.com/efficacystudy 2 - I-ready personalized instruction reading - evidence for ESSA. Evidence for ESSA - Find Evidence-Based PK-12 Programs. (2023, November 29). https://www.evidenceforessa.org/program/i-ready-personalized-instruction-reading/ 1 - ARC Core (formerly zoology one) - evidence for ESSA. Evidence for ESSA - Find Evidence-Based PK-12 Programs. (2024a, December 13). https://www.evidenceforessa.org/program/arc-core-formerly-zoology-one/ 2 - Heggerty's bridge to reading curriculum - evidence for ESSA. Evidence for ESSA - Find Evidence-Based PK-12 Programs. (2024b, March 25). https://www.evidenceforessa.org/program/heggertys-bridge-to-reading-curriculum/ 3 - Imagine language & literacy - evidence for ESSA. Evidence for ESSA - Find Evidence-Based PK-12 Programs. (2024c, May 3). https://www.evidenceforessa.org/program/imagine-language-literacy/ 3 - Imagine espanol - evidence for ESSA. Evidence for ESSA - Find Evidence-Based PK-12 Programs. (2024c, January 8). https://www.evidenceforessa.org/program/imagine-learning-imagine-espanol/ 1 - Practice guide. WWC Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades. (n.d.). https://ies.ed.gov/ncee/WWC/PracticeGuide/26 1 - DreamBox Math - Dreambox Math - evidence for ESSA. Evidence for ESSA - Find Evidence-Based PK-12 Programs. (2024b, July 31). https://www.evidenceforessa.org/program/dreambox-learning/ 2 - Math - evidence for ESSA - page 2. Evidence for ESSA - Find Evidence-Based PK-12 Programs. (2023b, June 1). https://www.evidenceforessa.org/programs/math/page/2/ Action Steps: *Schedule weekly PLC time for general education and special education teachers to align instructional strategies and discuss student progress.	Status Check		
	Oct	Jan	May
	No review	No review	No review

*Use PLCs to review student data and adjust instruction accordingly. *Clearly outline the roles of general education and special education teachers in lesson planning, instruction, and intervention. *Ensure special education teachers are integrated into the instructional planning process rather than working in isolation. *Ensure lesson plans are uploaded into the shared drive for access. *Ensure special education teachers have access to general education curriculum resources and supplemental materials. *Develop a shared understanding of instructional strategies for ELA and Math across all Tiers of instruction. *Conduct classroom observations and provide feedback on the implementation of best practices. *Use walkthroughs and peer observations to identify strengths and areas for improvement. *Review student performance data regularly to identify gaps and ensure instructional alignment. *Provide professional development for teachers on effective small group instruction strategies, best practices for differentiation and interventions, incorporating multisensory learning techniques to enhance student engagement and accessibility. (Nevada Standards for Professional Development - Equity) *Offer targeted training sessions that address challenges with differentiated instruction, and curriculum implementation. *Provide coaching support to reinforce professional learning and ensure application and internalization. Position Responsible: Teachers, Instructional Coach, Administrators Resources Needed: ARC Core Curriculum, IRLA materials, iReady Math Curriculum, Math Manipulatives Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Problem Statements/Critical Root Cause: Student Success 1 Resources and Funding Needed: Supplemental Instructional Materials - Title I, Pt. A, Professional Development on small group instruction, interventions, differentiation, and multisensory learning. - Title II, Pt. A, Professional Development on supporting multi-lingual learners. - Title III - ELL, Special education service providers for direct and indirect services. - IDEA-B			
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SMART Goal 2 Problem Statements:

Student Success
Problem Statement 1: 37% of students are not meeting grade level proficiency in reading and 60% in math as measured by Winter iReady diagnostic assessments. Critical Root Cause: We are projecting 280 students to enroll in K-5 for the 2025-2026 school year. 30% will be new to Strong Start. Students who are not yet meeting grade-level proficiency have learning gaps influenced by inconsistent attendance and varied prior schooling experiences, including limited access to effective language support. This has contributed to reading and math scores that fall below grade level.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase the number of teachers at the distinguished/highly proficient level from 43.75% at the end of 2025 to 68.75% as measured by classroom walkthroughs and observations.

Aligns with District Goal

Formative Measures: Classroom walkthroughs, observations

Improvement Strategy 1 Details		Status Checks		
Improvement Strategy 1: Implement a comprehensive support system by integrating structured mentorship, targeted instructional coaching, peer modeling with guided reflection, and customized professional development tailored to individual teacher needs and instructional goals. EBI Level: The impact and implementation of the Chicago Collaborative Teacher Professional Development Program. Research Report. RR-A2047-1. Study: 90794. (n.d.). https://ies.ed.gov/ncee/WWC/Study/90794 Action Steps: *Pair new and struggling teachers with experienced mentors based on instructional strengths and areas of need. *Provide mentors with training on effective coaching, feedback, and relationship-building. *Set clear expectations for mentorship meetings, including frequency, topics, and goal setting. *Monitor mentorship effectiveness through surveys, reflections, and progress tracking. *Identify key focus areas for coaching based on classroom observations and student data. *Develop individualized coaching plans with measurable goals and action steps. *Conduct regular classroom observations with follow-up debrief sessions. *Provide ongoing, job-embedded coaching support, including modeling and co-teaching. *Create a structured system for teachers to observe peers demonstrating best practices. *Revise and refine observation protocols with guiding questions and reflection templates. *Schedule post-observation reflection sessions to discuss key takeaways and implementation strategies. *Encourage collaborative problem-solving and sharing of instructional strategies. *Customize Professional Development. (Nevada Standards for Professional Development - Leadership; Resources) *Use teacher feedback and student performance data to identify PD needs. *Offer differentiated training sessions based on teacher experience and content area needs. *Establish a system for tracking teacher growth and instructional effectiveness. *Collect ongoing feedback from teachers, mentors, and coaches to refine support strategies. *Adjust mentorship pairings, coaching focus, and PD offerings based on evolving needs. *Celebrate successes and share best practices school-wide to foster a culture of continuous improvement. Position Responsible: Teachers, Instructional Coach, Administrators Resources Needed: PLC Meetings, PD Plan, Instructional Coach, Administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Problem Statements/Critical Root Cause: Adult Learning Culture 1 Resources and Funding Needed: Professional Development on supporting reading instruction. - Title I, Pt. A, Professional Development on small group instruction, interventions, differentiation, and multisensory learning. - Title II, Pt. A, Professional Development on supporting Multi-lingual learners. - Title III - ELL		Status Check		
		Oct	Jan	May
		No review	No review	No review

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Varied levels of implementation of the Tier 1 reading and math curriculum (Heggerty, ARC, Ready Math) and of differentiated and targeted, small-group Tier 2 instruction. Critical Root Cause: Teachers have varying levels of teaching experience, familiarity with the school's curriculum, and engagement in professional development focused on effective reading instruction and math practices.

Inquiry Area 3: Connectedness

SMART Goal 1: Reduce the percentage of chronic absenteeism in the primary grades (K-2nd) from 23% to 13% as recorded in Infinite Campus for the 2025-2026 school year.

Aligns with District Goal

Formative Measures: Infinite Campus attendance reports.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Implement a multi-tiered attendance intervention plan that includes proactive family engagement, social-emotional learning, and targeted support for at-risk students to address barriers to attendance. EBI Level: 1 - Positive action - attendance - evidence for ESSA. Evidence for ESSA - Find Evidence-Based PK-12 Programs. (2024f, October 24). https://www.evidenceforessa.org/program/positive-action-attendance/ Action Steps: *Utilize real-time attendance tracking to identify students at risk of chronic absenteeism and implement tiered interventions, including personalized outreach and possibly home visits. *Strengthen communication with families through individualized support plans implemented by the Safe School Professional. *Foster a school-wide culture of attendance through incentives, recognition programs, and classroom-based engagement strategies that make school a welcoming and motivating environment. *Partner with local organizations to provide wraparound services, mentorship programs, and incentives that encourage consistent attendance. *Regularly analyze attendance trends, review intervention effectiveness, and adjust strategies based on data to ensure continuous improvement. *Safe School Professional and Health and Wellness Specialist will regularly meet with K-2 students who are "chronically absent" to help them develop attendance habits and feel connected to the school through structured discussions. *Provide professional development on Tiers 2 & 3 of MTSS for targeted support for students at-risk of chronic absenteeism. (Nevada Standards for Professional Development - Equity) Position Responsible: Safe School Professional, Teachers, Administrators Resources Needed: attendance reports, professional development, community resources, incentives Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Problem Statements/Critical Root Cause: Connectedness 1 Resources and Funding Needed: Attendance Incentives - General Funds, ReThoughted Program to support Social Emotional Learning (SEL) - Title IV, Pt. A	Status Check		
	Oct	Jan	May
	No review	No review	No review

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: As of spring 2025, 28% of our students are categorized as chronically absent, indicating a significant issue with excessive absenteeism that negatively impacts their academic performance and overall school engagement. **Critical Root Cause:** Excessive absences became widely normalized in schools following COVID, leading to a decreased prioritization of regular attendance for various reasons. Children categorized as chronically absent often have not developed strong attendance habits, while parental leniency and a lack of emphasis on the importance of daily school attendance contribute to continued absenteeism.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Our school's comprehensive needs assessment process involves administration meeting with individual grade levels during morning PLCs and prep periods over the course of a week to analyze student data. Through this process, we identify disparities between subgroups and collaboratively develop a targeted plan to address these gaps and improve student outcomes.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

As a small school, we are able to meet with all classroom teachers by grade level to analyze data and develop a targeted School Performance Plan (SPP) that addresses student needs. After staff reviews the data and a draft of the SPP is created, we meet with the parent on our SPP committee to review the plan, gather feedback, and incorporate their recommendations to ensure a collaborative approach to school improvement.

2.2: Regular monitoring and revision

We regularly monitor fall, winter, and spring student achievement data to assess progress and make necessary adjustments as part of our continuous improvement cycle. This ongoing status check ensures that our strategies remain effective in meeting student needs and allows us to make data-driven decisions to improve outcomes.

2.3: Available to parents and community in an understandable format and language

The plan is announced in our weekly parent communication and posted on our school website, and also available at the front desk. We will be translating it this year so it will be available in English and Spanish.

2.4: Opportunities for all children to meet State standards

Title I funds are used to purchase iReady Reading and Math, an online, standards-based personalized learning program that provides targeted instruction, fostering productive struggle to support all learners in achieving proficiency.

2.6: Address needs of all students, particularly at-risk

Title I funds will be used to provide professional development for teachers on effective small group instruction strategies, best practices for differentiation and interventions, and incorporating multisensory learning techniques to enhance student engagement and accessibility. This training will assist teachers with closing learning gaps and be beneficial for our at-risk students.

3.1: Annually evaluate the schoolwide plan

We evaluate our School Performance Plan (SPP) by analyzing student achievement data, monitoring key performance indicators (attendance, small-group interventions, etc.), and gathering feedback through surveys and meeting with our Parent Council. Regular reviews help us assess progress toward goals, adjust strategies, and ensure effective implementation of instructional practices and resources.

4.2: Offer flexible number of parent involvement meetings

We provide flexible parent involvement opportunities by offering monthly family engagement events at different times, and different days with some months including two events. Additionally, we hold Parent-Teacher conferences three times a year to ensure families have the opportunity to hold in-depth conversations about their child's progress, offered at a convenient time for each family.

School Funding Summary

General Funds					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
3	1	1	Attendance Incentives		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,627,730.00
+/- Difference					\$2,627,730.00
AB 495					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
IDEA-B					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	2	1	Special education service providers for direct and indirect services.		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$21,160.32
+/- Difference					\$21,160.32
IDEA-b, Sect 619 EC					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Special Education EXN					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

Special Education EXN					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Special Education ESY					
Inquiry Area	SMART 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	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Instructional Materials		\$0.00
1	2	1	Supplemental Instructional Materials		\$0.00
2	1	1	Professional Development on supporting reading instruction.		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$71,040.00
+/- Difference					\$71,040.00
Title I, 1003(a)					
Inquiry Area	SMART 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	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development on small group instruction, interventions, differentiation, and multisensory learning.		\$0.00
1	2	1	Professional Development on small group instruction, interventions, differentiation, and multisensory learning.		\$0.00
2	1	1	Professional Development on small group instruction, interventions, differentiation, and multisensory learning.		\$0.00
Sub-Total					\$0.00

Title II, Pt. A					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$6,313.39
+/- Difference					\$6,313.39
Title III - ELL					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development on supporting multi-lingual learners.		\$0.00
1	2	1	Professional Development on supporting multi-lingual learners.		\$0.00
2	1	1	Professional Development on supporting Multi-lingual learners.		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,189.91
+/- Difference					\$8,189.91
Title III - Immigrant					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Title IV, Pt. A					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
3	1	1	ReThoughted Program to support Social Emotional Learning (SEL)		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,536.00
+/- Difference					\$4,536.00
NV Ready! State Pre-K					
Inquiry Area	SMART 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	SMART 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	SMART 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 (Includes Final One Third)					
Inquiry Area	SMART 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 Late Liquidation					
Inquiry Area	SMART 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	SMART 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	SMART 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 CTE					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP Homeless					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
BSCA Stronger Connections					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
CRSSA ESSER II					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Transportation Grant					
Inquiry Area	SMART 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	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$2,738,969.62
Grand Total Spent					\$0.00
+/- Difference					\$2,738,969.62

Addendums

READ BY GRADE 3 LOCAL LITERACY PLAN FOR THE 2025-2026 SCHOOL YEAR

LOCAL PROGRAM CONTACT SECTION

School District or Charter Organization:		Strong Start Academy										Date:	09/26/25	
Number of Sites Being Served?	1	Grade Spans Offered:	K-2		K-3		K-4		K-5	X	K-6		Other	
Read by Grade 3 Program Lead Information														
Name:	Dr. Osvaldo Garcia				Title:				RBG3 Instructional Strategist					
Phone #	702-463-0222				Email Address:				ogarcia@clvstrongstartes.org					

List the names and titles of the members of your Local Literacy Plan Team:

Name:				Title:			
Miriam Benitez				Executive Director			
Florentino Mora				Assistant Principal			
Dr. Osvaldo Garcia				RGB3 Instructional Strategist			
Tamika McSwain				Classroom Teacher			
Maricellus Abreu				Parent			
Did your program submit an LLP for the 2024-2025 school year?			YES	X	NO	If the answer is no, please fill out all sections accordingly.	
CHARTER ORGANIZATIONS ONLY: Who is your sponsor (SPCSA, District, etc.)?							SPCSA

Introductory Section

Are there any changes to the primary goals from the 2024-2025 Local Literacy plan? If yes, please write the updated 3-5 primary goals for the 2025-2026 school year below. If your LEA has **never submitted a plan, please write 3-5 primary goals below.**

Yes

X

No

Did not
submit
last
year

The primary goals of our Ready by Grade 3 Local Literacy Plan are aligned with the mission and vision of the school, as well as the 2025 Nevada State Literacy Plan:

- **Goal #1** - By Spring, 63% of students in grades K–3 will be reading at or above grade level, as measured by the iReady Reading Diagnostic. This goal reflects our commitment to ensuring all students develop strong foundational literacy skills through high-quality Tier 1 instruction, Tiers 2 and 3 targeted interventions, and ongoing progress monitoring within our Multi-Tiered System of Supports (MTSS).
- **Goal #2** - Ensure all K–3 teachers receive ongoing professional learning and coaching to strengthen their ability to provide explicit, systematic Tier I reading instruction aligned with the school's high-quality, culturally responsive reading curriculum and the science of reading. Progress will be measured through classroom walkthroughs, formal observations, and student growth data from iReady and IRLA to monitor instructional implementation and impact.
- **Goal #3** - Provide targeted, intensive Tier II and Tier III reading interventions and differentiated instruction within a Multi-Tiered System of Supports (MTSS) to identify and respond to the literacy needs of all students in real time. This goal ensures equitable progress for all learners, regardless of background, by addressing phonemic awareness, phonics, fluency, vocabulary, and comprehension. Progress will be measured through RTI and SLPP progress monitoring data, iReady and IRLA growth data, as well as classroom observations to ensure interventions are effective and implemented with fidelity.
- **Goal #4** - Ensure a strong focus on Spanish and English oral language development to build a solid foundation for biliteracy and overall literacy growth in grades K–3. Instruction will include intentional opportunities for academic discourse, vocabulary development, and language-rich interactions across both languages. Progress toward this goal will be measured by growth on LAS Links Español for Spanish language development and by oral language rubrics from the ARC project-based learning presentations for English language development, supported through ongoing classroom observations and feedback.
- **Goal #5** - Increase family engagement opportunities to support families of struggling readers in developing strategies to help their children build literacy skills at home. The school will provide workshops, resources, and activities focused on reading at home, foundational literacy strategies, and bilingual support, with an emphasis on creating a love for reading and making reading an enjoyable experience for children. Progress toward this goal will be measured by parent participation rates and feedback collected through surveys to assess the effectiveness and impact of family literacy initiatives.

READ BY GRADE 3 REQUIREMENT #1:

LEA Plan for Implementing the Literacy Specialist Requirement

In answering the following questions, provide an explanation on how your program plans to implement the role of the Read by Grade 3 Literacy Specialist as required in the Read by Grade 3 Act AB 289 (2019) and in the Read by Grade 3 Regulations (NAC 388.662 & 388.666).

Are there any changes to any of the responses to questions 1-5 below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has never submitted a plan, please answer the questions below.

Yes

X

No

Did not submit last year

1. 1. Describe how your program plans to ensure that the AB 289 Literacy Specialist Qualifications are met per AB 289 (2019) Section 2.1 (a), (b), (c), (d), (e).

Strong Start Academy Elementary School is committed to implementing the role of the Read by Grade 3 (RBG3) Literacy Specialist in alignment with the requirements outlined in AB 289 (2019) and NAC 388.662 & 388.666. The Literacy Specialist (LS) plays a critical role in leading, coordinating, and supporting evidence-based literacy instruction, interventions, and professional learning to ensure that all students achieve grade-level reading proficiency by the end of third grade.

Our Literacy Specialist will demonstrate a proven ability in the following areas:

- **Leadership:** The Literacy Specialist will lead schoolwide efforts in instruction, intervention, assessment, professional learning, and family engagement to improve literacy outcomes. The LS will collaborate closely with administration to ensure that all literacy initiatives are aligned with the school's Local Literacy Plan and RBG3 goals.
- **Expertise in Reading Pedagogy:** The LS possesses deep expertise in foundational reading instruction and the science of reading, supporting teachers in implementing explicit, systematic, and evidence-based instruction across all tiers. Instructional focus areas include phonemic awareness, phonics, decoding, fluency, vocabulary, and comprehension. The LS will also collaborate closely with the ARC Reading Coach to strengthen teachers' implementation of the school's high-quality reading curriculum and ensure alignment with evidence-based practices. In addition, the LS will utilize professional learning opportunities through Heggerty to support teachers in building their capacity to deliver effective foundational skills instruction in early literacy.
- **Progress Monitoring:** The LS will lead the school's Multi-Tiered System of Supports (MTSS) team and oversee a robust progress monitoring system using the RethinkEd dashboard to track student growth and inform instructional decisions. The LS will monitor data across all tiers of support and guide teachers in analyzing RTI, SLPP, iReady, and IRLA data to identify reading deficiencies, adjust instruction, and ensure interventions are targeted to meet each student's individual literacy needs.
- **Collaboration with School Leadership:** The LS will partner with school administrators to plan and deliver a structured schedule of professional development aligned with the school's literacy goals. The LS will participate in leadership team meetings to ensure that literacy instruction and interventions remain a central focus of the school improvement process. Additionally, the LS will collaborate with school leadership to provide classroom

coverage, allowing teachers the opportunity to observe peers, build instructional capacity, and learn from one another's effective literacy practices.

- Professional Learning: The LS will provide ongoing professional development for teachers and administrators on RBG3 requirements, literacy assessments, data analysis, and evidence-based instructional practices. This includes modeling effective teaching strategies, conducting coaching cycles, and supporting teachers in implementing interventions and differentiated instruction with fidelity. Additionally, the LS will coordinate with outside vendors and professional learning providers to ensure that teachers receive continued, high-quality training and support aligned with the school's literacy initiatives and evidence-based practices.
- Family Engagement: The LS will design and facilitate opportunities for families to engage in literacy learning, including workshops, literacy nights, and one-on-one support for families of struggling readers. These activities will focus on helping parents understand reading development and equip them with strategies to support their child's literacy growth at home.
- Ongoing Professional Learning for the Literacy Specialist: To ensure continued growth and alignment with state initiatives, the LS will participate in ongoing professional learning provided by the Nevada Department of Education (NDE), the State Public Charter School Authority (SPCSA), and other contracted professional development providers that support the school's literacy plan and instructional priorities.

The Literacy Specialist was selected through a staff-led selection process that evaluated candidates based on the required qualifications, professional experience, and demonstrated success in improving literacy outcomes. The selected candidate brings over 30 years of experience in education, including prior leadership roles as Area Administrator for Migrant Education, District Director and Coordinator for Dual Language, and Learning Specialist at a dual language school.

His extensive background includes 15 years of first-grade teaching with a strong focus on foundational reading instruction, during which he implemented effective strategies that significantly improved student reading outcomes. As a previous Literacy Specialist, he supported the RTI process, monitored student progress, and led targeted interventions that resulted in measurable gains in student achievement. Additionally, he has designed and delivered professional development in reading instruction and language acquisition, particularly supporting multilingual learners, and has coordinated numerous family engagement initiatives such as literacy nights and parent workshops to strengthen home-school partnerships.

Through this comprehensive approach, Strong Start Academy Elementary School ensures that the Literacy Specialist fulfills the robust requirements of the RBG3 Act and provides the leadership, expertise, and support necessary to advance literacy achievement for all students.

2. Describe how your program plans to establish and maintain the recommended Duties and Responsibilities of the Read by Grade 3 Literacy Specialist role per AB 289 (2019), Section 2.4 (c) and the recommended language for NAC 388.666.

SSAES plans to establish and maintain the recommended duties and responsibilities of the RBG3 Literacy Specialist by implementing a Local Literacy Plan (LLP) that requires the Literacy Specialist to:

- Lead schoolwide efforts in instruction, intervention, assessment, professional learning, and family engagement focused on improving literacy in phonological and phonemic awareness, decoding, fluency, vocabulary, and comprehension.
- Demonstrate expertise in reading pedagogy and the science of reading to support teachers in delivering explicit, systematic, and evidence-based instruction.
- Provide intensive, small-group instruction to students identified as reading deficient to accelerate progress toward grade-level proficiency. Establish and oversee a robust progress monitoring system using tools such as iReady, IRLA, RTI, and SLPP to track student growth and inform instructional decisions.
- Coordinate the assessment and identification of students exhibiting reading deficiencies through scheduled assessments, RTI, and MTSS meetings.
- Monitor student progress regularly to ensure interventions are effective and result in measurable growth in reading proficiency.
- Lead the implementation of the MTSS framework, ensuring that research-based literacy interventions are delivered with fidelity to students in Tier II and Tier III.
- Facilitate structured plan meetings to review data, adjust interventions, and collaborate with teachers and specialists on instructional decisions.
- Partner with school administrators to plan and deliver a structured schedule of professional development aligned with the school's literacy goals.
- Organize and direct literacy-focused staff development, coordinating professional learning opportunities through TNTP, ARC, and GLAD to strengthen teaching practices.
- Provide coaching and mentoring to teachers to improve literacy instruction and classroom practices.
- Collaborate with leadership to provide classroom coverage that allows teachers to observe peers and build capacity through shared learning experiences.
- Deliver professional learning to teachers and administrators on RBG3 assessments, data analysis, and data-driven decision-making.
- Offer guidance, workshops, and resources to families of struggling readers to support literacy development at home and strengthen the home-school connection.

The daily schedule of the Literacy Specialist is responsive to student, teacher, program, and assessment needs. Time is allocated approximately as follows:

- 40% – Teacher coaching and professional development
- 20% – Direct student reading intervention
- 20% – Assessment monitoring, MTSS, and RTI coordination
- 20% – Family engagement and literacy events

A typical day may include facilitating PLC grade-level groups, coaching teachers, administering literacy assessments, conducting MTSS and RTI meetings, collaborating with staff, providing targeted student interventions, and organizing literacy-focused family engagement events.

3. Describe how your program plans to ensure that all Read by Grade 3 Literacy Specialists receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (a) and the language of NAC 388.662.

The Read by Grade 3 Literacy Specialist has engaged in a series of professional learning opportunities, including:

- American Reading Company (ARC):
Training on the ARC Core Reading Program, administration of the IRLA, and implementation of small-group instruction using IRLA Toolkits and whole-group lessons.
- The New Teacher Project (TNTP):
Best Practices in Literacy.
- Dual Language Education of New Mexico:
Project GLAD training focused on language development and academic achievement in dual language settings.
- WIDA:
 - *Writing with Multilingual Learners in the Elementary School*
 - *WIDA ELD Standards Framework: A Collaborative Approach*
 - Additional WIDA courses supporting multilingual learners.
- NWEA:
MAP Growth Professional Learning, including *MAP Growth Basics for Teachers*, *Applying Essential Reports*, and *Understanding How Students Learn to Read* (Parts 1 & 2).
- Cognitive Guided Instruction (CGI):
Professional learning exploring the relationship between literacy and mathematics instruction.
- Dyslexia Training:
Methods for screening for and intervention concerning dyslexia and other reading disabilities.
- Heggerty Bridge to Reading:
Professional development on effective implementation of the Heggerty phonological awareness program.
- ANet:
Using Interim Data to Drive Instruction
- Bellwether:
Improving Coaching Practices

In addition, the Literacy Specialist will attend sessions offered by both NDE and the State Public Charter School Authority (SPCSA) and remain committed to staying current on best instructional practices in literacy education through ongoing professional development.

4. Describe your program's plan for guaranteeing that the Literacy Specialist consults with the site administrator and other literacy personnel to ensure that intervention services and intensive instruction are provided for students performing below grade level in reading (for as long as it is necessary) while these students are enrolled in the elementary setting per AB 289 (2019), Section 7. 2 (a).

To ensure students performing below grade level in reading receive effective intervention and intensive instruction, Strong Start Academy Elementary School (SSAES) has established a structured, collaborative system involving the RBG3 Literacy Specialist, administrators, and teachers. This plan ensures ongoing monitoring, data-driven decisions, and responsive instructional support.

- Data Analysis and Progress Monitoring:
After each literacy assessment cycle—including IRLA, i-Ready diagnostics, and Interim Assessments conducted in the fall, winter, and spring—student data is analyzed to measure growth, identify students performing below grade level, and determine next instructional steps.
- Scheduled Check-Ins:
The Literacy Specialist meets regularly with the site administrator to review teacher efficacy data and plan targeted professional learning sessions.
- Weekly MTSS/RTI Meetings:
Led by the Literacy Specialist with administrator and teacher participation, these meetings focus on differentiating supports.
 - *Tier II*: Supplemental instruction.
 - *Tier III*: Intensive, targeted intervention.
- Data-Driven Decision-Making:
Quantitative and qualitative data are analyzed weekly to guide instructional decisions and monitor student progress.
- Leadership Team Collaboration:
The principal, assistant principal, and Literacy Specialist meet weekly to review teacher progress, monitor coaching outcomes, and ensure instructional alignment. Team members also rotate attendance at grade-level PLCs to support consistent practices and intervention alignment.

This continuous cycle of collaboration, data analysis, and feedback ensures that instructional decisions are proactive and responsive. Teachers receive timely support, and students benefit from targeted instruction that keeps them on track toward grade-level literacy proficiency.

5. Describe your program's procedures for facilitating collaboration between literacy specialists and classroom teachers per AB 289, Section 1 (d).

Strong Start Academy Elementary School (SSAES) fosters a collaborative, student-centered approach to literacy instruction through structured partnerships between the Literacy Specialist (LS) and classroom teachers. This model ensures aligned practices, targeted support, and continuous professional growth that directly enhance student outcomes.

Open Communication

The Literacy Specialist and classroom teachers maintain open lines of communication through multiple channels, including email, phone, and in-person

interactions. This ensures timely feedback, discussion of student progress, and problem-solving support.

Open-Door Policy

The Literacy Specialist operates with an open-door policy, encouraging teachers to seek suggestions, advice, and instructional support at any time. This approach builds trust, fosters collaboration, and promotes a culture of continuous learning.

Shared Drive for Collaboration

A centralized shared drive houses student monitoring documents, reports, and intervention records. This ensures that both teachers and the Literacy Specialist have real-time access to up-to-date data for informed instructional planning.

RTI Meetings for Targeted Support

Regular Response to Intervention (RTI) meetings provide structured opportunities to review student data, discuss challenges, and design targeted interventions. The Literacy Specialist collaborates closely with teachers to ensure interventions are data-driven, tailored to student needs, and monitored for effectiveness.

Participation in PLC Meetings

The Literacy Specialist also participates in Professional Learning Community (PLC) meetings. The LS rotates through different grade levels to engage with all teachers, supporting data discussions, instructional alignment, and the integration of literacy strategies across the curriculum.

Individualized Literacy Coaching

All teachers at SSAES receive personalized literacy coaching designed to strengthen instructional practice and improve student literacy outcomes. Coaching is differentiated based on teacher proficiency and instructional need, ensuring equitable and impactful support.

Instructional Monitoring

Ongoing classroom walkthroughs and observations are conducted using a customized SSAES observation tool. The data gathered guide coaching conversations and determine the appropriate level and frequency of support for each teacher.

Frequency of Coaching

- **Intensive Support:** Teachers requiring immediate or targeted assistance receive daily or weekly coaching. Support may include observations, reflective conversations, lesson planning, modeling best practices, co-teaching, and structured feedback.
- **Ongoing Development:** Teachers demonstrating foundational skills but needing continued growth receive biweekly coaching. Sessions focus on refining literacy strategies, strengthening instruction, and addressing specific student needs.
- **Sustaining Excellence:** Highly effective teachers receive monthly coaching to reaffirm effective practices, share strategies with peers, and sustain high-quality instruction.

This tiered coaching framework ensures that all teachers—regardless of experience or skill level—receive consistent, personalized support to build capacity, enhance instructional quality, and elevate student literacy achievement.

Through open communication, structured collaboration, data-informed interventions, and differentiated coaching, SSAES's Literacy Support Program builds strong teacher capacity and ensures continuous improvement in literacy instruction. The partnership between the Literacy Specialist and classroom teachers ultimately

drives student success in reading and language development.

READ BY GRADE 3 REQUIREMENT #2:
LEA Plan for Implementing the Required Professional Learning for Elementary Teachers

READ BY GRADE 3 REQUIREMENT #2:
LEA Plan for Implementing the Required Professional Learning for Elementary Teachers

In answering the following question, explain how your program plans to implement the required professional learning for elementary school teachers as required in the Read by Grade 3 Act (AB 289-2019) and in the language for the Read by Grade 3 Regulations (NAC 388.664).

Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has never submitted a plan please answer the questions below.	Yes	X	No		Did not submit last year	

Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has never submitted a plan please answer the questions below.	Yes	X	No		Did not submit last year	

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1. Describe how your program plans to ensure that all teachers employed by a school district or charter school to teach at an elementary school receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (b) and the language of NAC 388.664.

At SSAES, our dedicated teachers will participate in targeted professional development designed to enhance their ability to deliver scientifically-based and evidence-based bilingual instruction with fidelity. This comprehensive professional learning will encompass a variety of essential components, including:

1. Planning with Nevada Content Standards in English Language Arts.
2. Familiarity and understanding Nevada's and SSAES's RBG3 plan.
3. Lesson internalization of the school's evidence-based reading program-ARC Core Reading Curriculum: professional development will include in-depth training on the ARC Reading curriculum, equipping teachers with strategies to effectively engage students for optimal learning outcomes.
4. Educators will learn effective methods for administering assessments that accurately measure student progress and identify areas of need, including methods for screening and providing interventions concerning dyslexia and other reading disabilities.
5. Effective administration and use of the following assessments to drive instruction: iReady, ANet Interim Assessments, KEA and the IRLA assessment.
6. Collaborative practices that focus on student learning by effectively participating in PLC's and coaching/modeling cycles with the RBG3 Literacy Specialist.
7. Evidence-based resources and methods for effective literacy instruction and interventions for multilingual students.
8. Training in Heggerty's Bridge to Reading Program.

At SSAES, ARC coaching serves as a cornerstone of the school's literacy improvement plan. Coaching begins with an intensive session at the start of the school year to establish consistency in instructional practices, review expectations, and align teachers to the ARC Core Reading Program and the Independent Reading Level Assessment (IRLA).

In addition to the launch session, ARC coaching is provided six times throughout the school year. These scheduled coaching cycles ensure that teachers receive ongoing guidance in implementing ARC strategies, analyzing student data, and refining literacy instruction.

Beyond ARC's structured coaching, teachers also receive individualized coaching tailored to their instructional proficiency, as outlined in the school's differentiated coaching model. Teachers in need of intensive support are coached more frequently through observations, modeling, and co-teaching, while teachers demonstrating higher proficiency receive coaching that sustains and extends their practice.

Our coaching framework follows a blended coaching protocol grounded in the work of Elena Aguilar and Jim Knight, combining elements of instructional, collaborative, and transformational coaching. This approach balances direct feedback with reflective questioning and partnership, empowering teachers to take ownership of their growth. The protocol was further refined with the consultant support of Bellwether Education Partners, ensuring alignment with research-based best practices and the specific literacy needs of SSAES students.

Through this structured, blended coaching model, SSAES ensures that every teacher is supported in strengthening literacy instruction, ultimately leading to improved reading outcomes for all students.

READ BY GRADE 3 REQUIREMENT #3:

LEA Plan for Providing Intervention Services and Intensive Instruction for Elementary Students Performing Below Grade Level in Reading

In answering the following questions, describe the systems and structures that your district or charter organization plans to put into place that will guarantee that intervention services and intensive instruction are being provided for elementary students who are performing below grade level in reading as required in the Read by Grade 3 Act – AB 289 (2019).

Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has **never submitted a plan please answer the questions below.**

Yes

X

No

Did not submit last year

1. What are the systems and structures that will be put into place to ensure intervention services and intensive instructions are provided for K-3 students who are performing below grade level in reading? Be sure to address regularly scheduled reading sessions in small groups and the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies).

SSAES intervention framework for literacy development is steeped in a Multi-Tiered System of Support (MTSS) philosophy, and provides for a tiered model of instruction and support for all students. MTSS is a multilevel framework for student growth in the classroom. The framework provides a process for teachers to ensure personalized learning for all students to reach their potential. Core elements of MTSS include: clearly identifying students' needs, designing a tiered system of support that rests on strong core instruction, frequently monitoring students that are underachieving, and changing interventions when students are not progressing to their expected level. Interventions and instructional support are available to students who are not reading at or above grade level in the grades that we currently serve, K-4. We believe with strategic instruction and intervention strategies, all students can achieve success.

Tier II instruction includes targeted interventions for students who are not making sufficient growth in reading proficiency. These research-based interventions include the areas of oral language, alphabet knowledge, print awareness, phonemic awareness, phonics/word study, decoding, vocabulary, fluency, and/or comprehension. While benefiting from whole class and flexible grouping instruction, students in Tier II may receive additional time, differentiated materials, and/or direct instruction to accelerate their growth to reach benchmarks. To gauge the effectiveness of specific interventions and to measure student growth, staff will monitor progress using the IRLA, iReady, and Heggerty assessment data. Additionally, students receive 45 minutes of weekly iReady lessons, 30-45 minutes of targeted small group instruction using ARC core curriculum, and one hour of after-school tutoring. Implementation of the interventions are monitored via daily classroom walkthroughs, tracking of PowerGoals, and pass rate of iReady lessons.

The implementation of targeted literacy interventions at SSAES has yielded remarkable results. At the beginning of the year, only 36% of students were reading at grade level. By the end of the year, through intensive and research-based interventions, this number increased to 86% of students reading on grade level—a 50-point gain that demonstrates the effectiveness of the program.

Progress is monitored using multiple data sources, including iReady pass rates, lesson completion metrics, and growth targets, to ensure students are not only meeting proficiency benchmarks but also sustaining long-term gains.

Tutoring and intervention instruction incorporate a variety of proven, research-based resources, including:

- ARC Toolkits - for guided, leveled reading instruction.
- Seeing Stars - targeting symbol imagery to improve word attack, spelling, and reading fluency.
- Visualizing and Verbalizing - focuses on developing concept imagery to improve reading and listening comprehension.
- Heggerty: Bridge the Gap - phonemic awareness intervention designed for upper grades.
- iReady Literacy - adaptive lessons that reinforce personalized reading skills.

Through this multi-layered system of daily instruction, afterschool tutoring, and consistent progress monitoring, SSAES ensures that struggling readers receive the support they need to achieve grade-level proficiency and beyond.

2. What are the systems and structures that will be put into place to ensure intervention services and intensive instructions are provided for 4-5 students who are performing below grade level in reading? Be sure to address regularly scheduled reading sessions in small groups and the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies).

Students in grades 4–5 at SSAES receive the same high-quality, research-based literacy instruction and targeted supports provided to K–3 students through the Multi-Tiered System of Support (MTSS) framework. Instruction and interventions are tailored to individual student needs to ensure equitable access to rigorous curriculum and literacy growth.

Interventions

- **ARC Toolkits:** Provide guided, leveled reading instruction supporting fluency, comprehension, and vocabulary development.
- **Heggerty: Bridge the Gap:** Strengthens phonemic awareness for upper elementary students who continue to need foundational skill support.
- **Seeing Stars:** Targets symbol imagery, phonological processing, and decoding skills to support students with dyslexia or persistent reading challenges.
- **iReady Literacy:** Offers adaptive, individualized lessons aligned to each student's reading level.
- **Tutoring:** One hour of after-school tutoring is provided for students needing additional support, focusing on closing gaps in phonics, decoding, fluency, and comprehension.

Instructional Design

Students participate in small-group instruction for 30–45 minutes daily using ARC materials and complete 20 minutes of iReady practice. Instruction emphasizes critical literacy skills—phonemic awareness, phonics, decoding, vocabulary, fluency, and reading comprehension across various genres.

Progress Monitoring and Outcomes

Progress is tracked using **IRLA** and other assessment tools to inform instruction and measure growth. Data shows that:

- Many students have increased their reading proficiency by one or more grade levels within a school year.
- Reading gaps have been significantly reduced, with more students moving toward grade-level proficiency.
- Students receiving targeted interventions demonstrate improved fluency, comprehension, and confidence in both classroom and independent reading.

Through consistent use of evidence-based instructional tools, individualized interventions, and ongoing progress monitoring, SSAES ensures that all 4th–5th grade students make meaningful literacy gains and are well-prepared for success in upper grades.

READ BY GRADE 3 REQUIREMENT #4:

LEA Plan for Implementing an Assessment System Designed to Measure the Reading Proficiency of Elementary Students

In answering the following questions, explain the procedures that your program plans to use for assessing student proficiency in reading.

Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has never submitted a plan please answer the questions below.

Yes

X

No

Did not submit last year

1. Describe the procedures that your program plans to use for assessing the reading proficiency of all elementary students across all grade levels. These procedures require the use of valid and reliable standards-based assessments that have been approved by the Nevada State Board of Education per NRS 388.157.

At SSAES, all teachers have been trained on the appropriate test-taking procedures to ensure a smooth and effective assessment environment. SSAES has established comprehensive assessment procedures for all its learners, ensuring that all Kindergarten students are evaluated using the KEA assessment. For 1st–5th grade students, the assessment shifts to the iReady literacy assessment. These assessments will take place during the Fall, Winter, and Spring benchmark periods. Additionally, the SBAC (Smarter Balanced Assessment Consortium) has been scheduled for late April, strategically allowing students to

benefit from as many instructional days as possible before testing begins. This approach maximizes learning time and helps ensure that students are fully prepared for the assessment.

2. Describe how your program plans to assess all kindergarten students within the first 30 days of school or upon enrollment (if the student enrolls after that period and has not been previously assessed) per NRS 388.157.

In Kindergarten, students are assessed using the KEA, the iReady Reading Diagnostic, and the Independent Reading Level Assessment (IRLA), which all focus on foundational reading skills. These skills include Concepts of Print, Onset Sounds, Letter Names and Sounds, Word Segmenting, High Frequency Words, and Nonsense Word Fluency.

To ensure all students are assessed within the first 30 days of school in alignment with NRS 388.157, the three kindergarten teachers and the leadership team collaboratively developed a comprehensive assessment plan. Portions of the assessments that could be administered in a whole-group format were conducted by the kindergarten teachers during regular instructional time. Components of the KEA requiring one-on-one administration were completed by members of the Leadership Team, which includes the Principal, Assistant Principal, Literacy Specialist, and Safe School Professional.

In addition, weekly check-ins were implemented throughout the assessment window to monitor progress and ensure that all students were tested in a timely manner. This process was especially important in accounting for student absences and guaranteeing that no student was missed.

This coordinated approach ensures that every kindergarten student is assessed efficiently and accurately, allowing instructional staff to promptly identify learning needs and provide targeted support from the beginning of the school year.

THE IMPLEMENTATION ROADMAP

Please complete the following Implementation Roadmap

Are there any changes to any of the responses to the Implementation Roadmap from the 2024-2025 Local Literacy Plan? If yes, please write your updates below. If your LEA has never submitted a plan please fill out the Implementation Roadmap..	Yes	X	No		Did not submit last year	
PRIMARY ACTIVITIES (5-7) What action steps will your LEA take to meet the goal(s) of the plan?	OUTCOME MEASURES How do you know the action step met its intended purpose?				Alignment to LLP Goal(s) (1, 2, 3, etc.)	Alignment to RBG3 Requirements (1, 2, 3, or 4)

Step 1: Needs Assessment and Program Design • Ensure all students are assessed within the assessment window for iReady, KEA, IRLA, ANet Interim Assessments, and LAS Links Espanol. • Review data (e.g., state assessment results, school assessment results, classroom performance results, classroom walkthrough data). • Students are identified for interventions (e.g., at-risk students). • Design clear literacy expectations for teachers to implement Tier 1 literacy instruction that includes explicit routines in phonemic awareness, phonics, decoding, vocabulary, comprehension, and oral language development in both English and Spanish. • Design an intervention program tailored to student needs, incorporating evidence-based strategies. • Design a professional learning plan tailored to teacher needs. • Develop targeted family engagement opportunities to support families of students who are experiencing	100% of students complete assessment. Data discussions happening during PLC meetings, data meetings, and MTSS meetings, and Leadership meetings. SLPPs and MTSS documents completed for at-risk and high risk students. During classroom walkthroughs, teachers are observed implementing schoolwide literacy routines and literacy initiatives for Tier 1 instruction. Teachers are observed working in small groups, providing literacy interventions. Students are meeting growth goals and benchmarks established for KEA, iReady Reading, IRLA, ANet Interim Assessment and LAS Links Espanol. Teachers demonstrate the application of strategies learned during professional learning, as evidenced by walkthroughs and classroom observations showing growth in literacy instruction. Menu of workshops offered to families.	Goal 1 Goal 1 & 3 Goal 1 & 3 Goal 4 Goal 3 Goal 2 Goal 5	Assessment: Students Clear expectations are established for teachers to implement Tier 1 literacy instruction that includes explicit routines in phonemic awareness, phonics, decoding, vocabulary, comprehension, and oral language development in both English and Spanish. in grades K-3 must be assessed for reading proficiency using a state-approved assessment. Intervention: Schools must provide
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reading difficulties with strategies to support literacy at home. Step 2: Resource Allocation and Usage • Allocate high-quality, evidenced based reading resources for all Tiers of instruction. • Provide professional learning opportunities to support best practices in literacy to include coaching by the RBG3 LS. • Monitor implementation of interventions. • Funds allocated for after-school tutoring. • Workshop offerings for families of students who are experiencing reading difficulties Step 3: Implementation of Intervention • Implement the reading intervention program in small groups or one-on-one settings. • Use of adopted, evidence based reading curriculum that aligns with Nevada's Grade 3 reading standards for all Tiers of literacy instruction.	Effective planning during PLC meetings with allocated reading materials. a Observed usage of allocated reading materials during classroom walk-throughs. Improved teacher practice. Review technology usage reports and data showing frequency of small group conferences. Student participation in after-school tutoring. Menu of workshops offered to families. Teachers observed delivering small group or one-on-one interventions. Teachers observed using adopted, evidenced-based reading materials.	Goal 2 & 3 Goal 2 Goal 3 Goal 3 Goal 5 Goal 3 Goal 2 & Goal 3	targeted intervention curriculum for students identified as not meeting reading proficiency standards. Intervention: Schools must provide targeted interventions for students identified as not meeting reading proficiency standards. Parent Notification: Parents must be notified if their child is not meeting reading benchmarks and informed of available support services.
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- Intervention implementation is observed and supported through targeted feedback to ensure instructional effectiveness. - Workshop offerings for families of students who are experiencing reading difficulties with strategies to support literacy at home.	Student engagement evident during observations. Attendance rates during after-school tutoring sessions. Parent participation and parent survey results.	Goal 3 Goal 5	
Step 4: Monitoring Student Outcomes and MTSS Implementation - Leadership team conducts data review meetings. - Conduct structured MTSS meetings with staff to review assessment data, monitor student progress, and evaluate the effectiveness of interventions. - Analyze multiple data sources (IRLA, i-Ready, Interim Assessments, KEA, etc.) to identify growth trends, areas of concern, and the impact of instructional practices. - Use progress monitoring results to adjust and individualize instruction, ensuring interventions remain responsive to student needs. - Track and report the percentage and number of students requiring Read by Grade 3 (RBG3) services, with the goal of reducing the proportion identified as “High Risk” or “At Risk” as students advance toward grade-level proficiency.	Leadership team engaged in data meetings with teachers and consistently attending PLCs. Regular progress monitoring (e.g., bi-weekly assessments) to track student growth. Consistent review of SLPP progress monitoring and RTI data. Meetings are being held and the MTSS process is being followed. An increase in the percentage of students identified as proficient in reading. A decrease in the percentage of students identified as “high risk” and “at risk”.	Goal 1 Goal 1 & 3 Goal 1 & 3 Goal 1 & 3 Goal 1 & 3	Professional Development : Schools must provide required training to teachers for

For example: What is the measurable impact of consistently reviewing SLPP progress? Are more students moving from “High Risk” to “At Risk” and ultimately to “On Grade Level”? Is the intent clearly defined as reducing the <i>number and/or percentage</i> of students receiving RBG3 services? What interim benchmarks (e.g., growth on iReady, IRLA level advancement, reduced Tier III referrals) confirm that the school is on track to meet end-of-year goals? • For students who continue to require RBG3 services despite interventions, discuss additional strategies such as extended learning opportunities, afterschool tutoring, summer school, family engagement strategies, or more specialized literacy programs. Step 5: Building Teacher Efficacy • Provide targeted professional development for teachers and support staff on intervention strategies and instructional practices.	Effective Tier I, II, and III reading instruction as observed through classroom walk-throughs. Teacher feedback and assessments of training effectiveness.	Goal 2	effective instruction in reading.
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