

State Public Charter School Authority
Strong Start Academy Elementary School
2025-2026 Status Checks



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/.

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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
	In progress	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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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.	Status Check		
	Oct	Jan	May
	In progress	No review	No review

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.

*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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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
	In progress	No review	No review

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
	In progress	No review	No review