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

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Inquiry Area 1 Student Success

SMART Goal 1 ☑ Aligns with District Goal

By Spring 2026, reduce the percentage of non-proficient students in reading from 22% (End-of-Year 2025 i-Ready data) to 20%, as measured by the i-Ready Reading Diagnostic. Additionally, reduce reading achievement gaps for English Learners and African American students by 10%. By Spring 2026, reduce the percentage of non-proficient students in math from 26% (End-of-Year 2025 i-Ready data) to 23% as measured by iReady Math Diagnostic. Additonally, reduce math achievement gaps for English Learners and African American students by 10%.

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

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.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 - 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 - 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/ 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.evidenceforessa.org/programs/math/page/2/

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

Evidence Level

Problem Statements: Student Success 1

Resources and Funding Needed: Professional Development on supporting multi-lingual learners. Title III - ELL, , Title IV, Pt. A, , Professional Development on small group instruction, interventions, differentiation, and multisensory learning. Title II, Pt. A, , Supplemental Instructional Materials Title I, Pt. A,

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

In progress	In progress	
October	**January**	**May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	31% of students are not meeting grade level proficiency in reading and 50% in math as measured by Winter iReady diagnostic assessments.	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.

SMART Goal 2 ✅ Aligns with District Goal

By the end of the 2025-2026 school year, increase the percentage of special education students in grades K-5 who are currently performing below grade level and who meet their target stretch growth on the i-Ready Diagnostic from 46% to 56% in Reading and from 40% to 50% in Math, as measured from Beginning-of-Year to End-of-Year i-Ready data.

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

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.
*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

Evidence Level

Problem Statements: Student Success 1

Resources and Funding Needed: Special education service providers for direct and indirect services. IDEA-B, , Professional Development on supporting multi-lingual learners. Title III - ELL, , Supplemental Instructional Materials Title I, Pt. A, , Professional Development on small group instruction, interventions, differentiation, and multisensory learning. Title II, Pt. A,

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

In progress	In progress	
October	**January**	**May**

SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

31% of students are not meeting grade level proficiency in reading and 50% in math as measured by Winter iReady diagnostic assessments.

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 ☑ **Aligns with District Goal**

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.

Formative Measures: Classroom walkthroughs, observations

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

Evidence Level

Problem Statements: Adult Learning Culture 1

Resources and Funding Needed: Professional Development on supporting Multi-lingual learners. Title III - ELL, , Professional Development on small group instruction, interventions, differentiation, and multisensory learning. Title II, Pt. A, , Professional Development on supporting reading instruction. Title I, Pt. A,

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

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SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
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.	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 ☑ Aligns with District Goal

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.

Formative Measures: Infinite Campus attendance reports.

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

Evidence Level

Problem Statements: Connectedness 1

Resources and Funding Needed: Attendance Incentives General Funds, , ReThinked Program to support Social Emotional Learning (SEL) Title IV, Pt. A,

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1, 4.2

Status Checks

In progress	In progress	
October	**January**	**May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
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.	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.