

State Public Charter School Authority



Strong Start Academy Elementary School

Classification: 4 Star School

Title I

2026-2027 School Improvement Plan

District Approval Date:
March 10, 2026

Public Presentation Date:
November 30, 2026

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. SSAES will offer rich linguistic and cultural education that values and develops families' cultural heritages and home languages as assets. Providing an enriched multilingual education combined with high expectations will help students attain their greatest potentials, and close the achievement gap while preparing them for success in the 21st century.

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.

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Comprehensive Needs Assessment

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.

Areas for Growth

At Strong Start Academy, we are committed to ensuring every student thrives academically and linguistically. One of our key challenges has been 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.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Although instruction is offered in Spanish & English, standardized assessments (iReady, ANet, 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 accelerating 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 and ensure that the special education teacher is using multi-sensory teaching strategies.

Problem Statements Identifying Student Success Needs

Problem Statement	Critical Root Cause
1★ 50% of students are not meeting grade level proficiency in reading and 50% of students are not meeting grade level proficiency in math as measured by Winter iReady diagnostic assessments.	We are projecting 320 students to enroll in K-5 for the 2026-2027 school year. 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 teaching practices and language support. This has contributed to reading and math scores that fall below grade level.

★ = Priority

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.

Areas for Growth

Our areas for growth in fostering a strong adult learning culture include 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 important area for growth is strengthening teacher capacity in behavior management, particularly in addressing extreme behaviors and effectively supporting students with special education needs. As we continue to serve a diverse student population, educators need ongoing professional learning in research-based behavior intervention strategies, de-escalation techniques, trauma-informed practices, and systems aligned to Multi-Tiered Systems of Support (MTSS). Providing teachers with practical tools and structured support will increase their confidence and effectiveness in maintaining safe, structured, and inclusive learning environments where all students can thrive.

An additional area for growth is deepening teachers' understanding and implementation of Cognitively Guided Instruction (CGI) principles in mathematics. To strengthen student outcomes, teachers need continued professional learning focused on developing students' conceptual understanding of numbers and operations rather than emphasizing procedural fluency alone. Building teacher capacity in CGI will ensure that math instruction is grounded in student thinking, problem-solving strategies, and mathematical discourse. This deeper instructional approach will help students develop a strong mathematical foundation that supports long-term achievement and success in more advanced mathematical concepts.

Similarly, we must continue building teacher expertise in the Science of Reading to ensure strong literacy outcomes across grade levels. Providing professional learning for all teachers on the research base behind reading acquisition will strengthen their understanding of *why* our high-quality instructional materials emphasize explicit, systematic instruction in foundational skills, language development, and knowledge building. When educators understand the underlying research and cognitive science principles, they are better equipped to make informed instructional decisions within the implementation of our adopted curriculum and respond effectively to student needs.

Equity Resource Supports

Student Group	Challenge	Solution
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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.
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 often exhibit behaviors that general education teachers do not have the expertise to manage.	Teachers need professional learning to give them the skills and strategies they need to manage extreme behaviors.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement	Critical 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.

★ = Priority

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 Safe School Professional who works to enhance programs that support the well-being of students while providing essential resources for the school community.

Areas for Growth

While we have made a significant impact in reducing chronic absenteeism, it remains an area of concern for our school community. Despite our efforts to strengthen family connectedness, such as establishing a Parent Council and hosting monthly family engagement events, 8.71% of our families remain disengaged. Students from this subgroup continue to be represented among those identified as chronically absent.

We recognize that broad engagement strategies, while effective for many families, have not fully addressed the needs of this particular group. We will continue to implement a more personalized and individualized approach to family engagement. This includes direct outreach, one-on-one meetings, and culturally responsive communication strategies designed to better understand and address the specific barriers limiting participation and consistent attendance.

Additionally, the Safe School Professional has taken a more proactive role in personally connecting with these families through phone calls, meetings, and ongoing communication to build trust, strengthen relationships, and ensure families feel supported in maintaining regular student attendance.

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.
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	Critical Root Cause
1★ As of spring 2026, 8.71% of our students are categorized as chronically absent, indicating a need to continue to address students 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.

★ = Priority



Priority Problem Statements

Problem Statement

Critical Root Cause

1★

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

We are projecting 320 students to enroll in K-5 for the 2026-2027 school year. 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 teaching practices and language support. This has contributed to reading and math scores that fall below grade level.

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.

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.

3★

As of spring 2026, 8.71% of our students are categorized as chronically absent, indicating a need to continue to address students 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.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- ☒ Criterion-Referenced Test in Mathematics
- ☒ Criterion-Referenced Test in Science
- ☒ Curriculum Based Measures
- ☒ Early reading assessment results
- ☒ Grades
- ☒ Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- ☒ Multi-Tiered System of Supports (MTSS)
- ☒ Smarter Balanced (SBAC)
- ☒ Tier I Instructional Materials Assessments
- ☒ WIDA ACCESS for ELLs

Adult Learning Culture

- ☒ Budgets/entitlements and expenditures data
- ☒ Coaching Logs
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ Lesson Plans
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Professional development needs assessment data
- ☒ Professional learning communities (PLC) data/agenda/notes
- ☒ School department and/or faculty meeting discussions and data
- ☒ School leadership data
- ☒ Staff surveys and/or other feedback
- ☒ Study of best practices
- ☒ Teacher evaluation

- ☒ Walk-through data

Connectedness

- ☒ Attendance
- ☒ Behavior
- ☒ Community surveys and/or other feedback
- ☒ Enrollment trends
- ☒ PBIS/MTSS data
- ☒ Perception/survey data
- ☒ School safety data
- ☒ Social Emotional Learning Data



Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1 Aligns with District Goal

By Spring 2027, reduce the percentage of non-proficient students in reading from 32% (Mid-Year 2026 i-Ready data) to 22%, as measured by the i-Ready Reading Diagnostic. Additionally, reduce reading achievement gaps for English Learners and African American students by 10%.

By Spring 2027, reduce the percentage of non-proficient students in math from 50% (End-of-Year 2026 i-Ready data) to 40% as measured by iReady Math Diagnostic. Additionally, 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 Classroom Mathematics <https://www.evidenceforessa.org/program/i-ready-classroom-mathematics/>

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/>

2 - 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>

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/>

1 - Small Group Tutoring Model -<https://www.evidenceforessa.org/program/i-ready-classroom-mathematics/>

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 in math and reading to provide 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.

*ARC Professional Learning

*iReady Professional Learning

*Imagine Espanol Professional Learning

*Heggerty Professional Learning

*BrainPop Professional Learning

*After-school tutoring for students performing below grade level in Reading

*Saturday school for students struggling in Math

*Summer School

Position Responsible: Teachers, Paraprofessionals, Instructional Coach, Administrators

Resources Needed: ARC Core Curriculum, IRLA materials, iReady Math Curriculum, Math Manipulatives, Counting Collections, Imagine Espanol, ARC Professional Learning, iReady Professional Learning, Imagine Espanol Professional Learning, Heggerty Professional Learning, BrainPop Professional Learning.

Evidence Level

Problem Statements: Student Success 1 - Adult Learning Culture 1

Resources and Funding Needed: Professional Learning for Math instruction Title II, Pt. A, , Transportation for Summer School Transportation Grant, , Professional Learning supporting multi-lingual learners Title III - ELL, , Professional Learning for Science of Reading Title I, Pt. A, , Supplemental Instructional Materials for reading and math Title I, Pt. A,

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

Status Checks

October

January

May

Improvement Strategy 2

All teachers will implement the Cognitively Guided Instruction (CGI) approach. CGI emphasizes understanding how students think about mathematical problems and using that thinking to guide instruction. This approach supports problem-based learning, discourse, and the development of flexible strategies, ensuring students build a strong mathematical foundation.

EBI Level:

1 - Effects of the first year of a three-year CGI teacher professional development program on grades 3-5 student achievement: A multisite cluster-randomized trial. (Research Report No. 2018-25)
<https://ies.ed.gov/ncee/WWC/Study/86089>

Action Steps: *Provide professional development for all K-5 teachers on CGI principles, including understanding problem types with a focus on counting collections to help students develop mathematical reasoning and number sense.
*Engage teachers to focus on anticipating student strategies, analyzing student work, and planning purposeful questioning.
*Incorporate structured math discourse routines to promote explanation, justification, and peer-to-peer learning in both English and Spanish.
*Provide coaching and modeling in classrooms, with specific attention to numbers and operations instruction in Spanish.
*Develop common formative assessments aligned to CGI problem types to monitor conceptual growth.
*Provide professional development for teachers on CGI math instruction. (Nevada Standards for Professional Development - Outcomes)

Position Responsible: Teachers, Paraprofessionals, Instructional Coach, Administrators

Resources Needed: Math Manipulatives, Counting Collections, CGI Professional Development.

Evidence Level

Problem Statements: Student Success 1 - Adult Learning Culture 1

Resources and Funding Needed: Math Manipulatives for Counting Collections Title I, Pt. A, , Professional Learning - CGI Title I, Pt. A,

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

Status Checks

October

January

May

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement	Root Cause
150% of students are not meeting grade level proficiency in reading and 50% of students are not meeting grade level proficiency in math as measured by Winter iReady diagnostic assessments.	We are projecting 320 students to enroll in K-5 for the 2026-2027 school year. 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 teaching practices and language support. This has contributed to reading and math scores that fall below grade level.

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.

SMART Goal 2 Aligns with District Goal

By the end of the 2026-2027 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 50% to 60% in Reading and from 40% to 50% in Math, as measured by i-Ready growth 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 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>

- 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.
 - *After-school tutoring for students performing below grade level in Reading
 - *Saturday school for students struggling in Math
 - *Provide professional learning on multi-sensory strategies to better support special education students.

Position Responsible: Teachers, Instructional Coach, Administrators

Resources Needed: ARC Core Curriculum, IRLA materials, iReady Math Curriculum, Math Manipulatives, Counting Collections, Imagine Espanol, ARC Professional Learning, iReady Professional Learning, Imagine Espanol Professional Learning, Heggerty Professional Learning, BrainPop Professional Learning.

Evidence Level

Problem Statements: Student Success 1 - Adult Learning Culture 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

October

January

May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	50% of students are not meeting grade level proficiency in reading and 50% of students are not meeting grade level proficiency in math as measured by Winter iReady diagnostic assessments.	We are projecting 320 students to enroll in K-5 for the 2026-2027 school year. 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 teaching practices and language support. This has contributed to reading and math scores that fall below grade level.

SMART Goal 2 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

2

Adult Learning Culture

SMART Goal 1 Aligns with District Goal

Increase the number of teachers at the highly effective level from 50% at the end of 2026 to 60% 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

1 - 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>

2 - Effects of the first year of a three-year CGI teacher professional development program on grades 3-5 student achievement: A multisite cluster-randomized trial. (Research Report No. 2018-25) <https://ies.ed.gov/ncee/WWC/Study/86089>

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.

*CGI Professional Learning (Nevada Standards for Professional Development - Outcomes)

*ARC Professional Learning (Nevada Standards for Professional Development - Outcomes)

*iReady Professional Learning (Nevada Standards for Professional Development - Outcomes)

*Imagine Espanol Professional Learning (Nevada Standards for Professional Development - Outcomes)

*Heggerty Professional Learning (Nevada Standards for Professional Development - Outcomes)

*BrainPop Professional Learning (Nevada Standards for Professional Development - Outcomes)

*Science of Reading Professional Learning (Learning Designs)

*Provide professional learning aligned to a Multi-Tiered System of Supports (MTSS) framework to ensure teachers are prepared to implement Tier II and Tier III behavioral interventions for students with intensive needs (Nevada Standards for Professional Development - Equity)

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 - Multilingual Learners Title III - ELL, , Professional Development - CGI Title II, Pt. A, , Professional Development - ARC Coaching Title I, Pt. A, , Professional Development - Special Education Title I, Pt. A,

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

Status Checks

October

January

May

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 from 12% to less than 10% as recorded in Infinite Campus for the 2026-2027 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, , ReThought 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

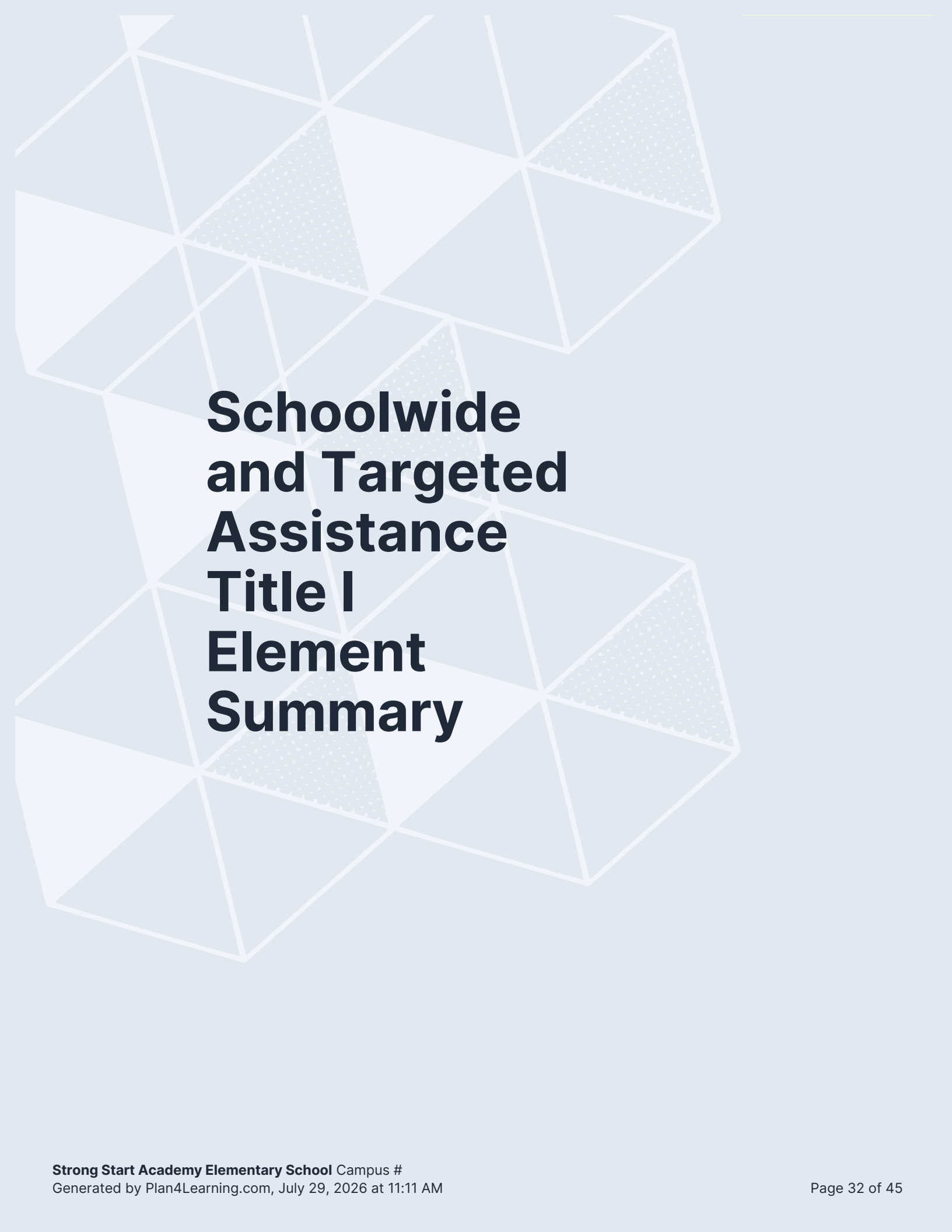
October

January

May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	As of spring 2026, 8.71% of our students are categorized as chronically absent, indicating a need to continue to address students 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.



Schoolwide and Targeted Assistance Title I Element Summary

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 Improvement Plan (SIP) that addresses student needs. At the same time, the Parent Council is meeting and reviewing the previous years School Improvement Plan to provide input and feedback to the new year's plan.

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 i-Ready Reading and Mathematics, an online, standards-based personalized learning program that provides targeted instruction and encourages productive struggle, supporting all learners in progressing toward proficiency. These funds also support the purchase of supplemental instructional materials in Reading, Mathematics, Science, and Spanish to ensure students receive a well-rounded education. Additionally, Title I funds are allocated for professional development to strengthen instructional practices and build teacher capacity, ultimately improving student outcomes.

2.5 Increased learning time and well-rounded education

Title I funds are used to pay for Imagine Español, an adaptive online language and literacy program that provides targeted instruction in Spanish. This program extends learning beyond core instructional time by offering personalized practice in reading, vocabulary, listening, and comprehension. It supports differentiated instruction, reinforces foundational literacy skills, and ensures that students, particularly multilingual learners, receive additional academic support aligned to grade-level standards. Through this initiative, students receive increased opportunities to strengthen their bilingual literacy skills,

2.6 Address needs of all students, particularly at-risk

Title I funds are used to purchase i-Ready Reading and Mathematics, an online, standards-based personalized learning program that provides targeted instruction and encourages productive struggle, specifically supporting at-risk students in progressing toward proficiency. These funds also support the purchase of supplemental instructional materials in Reading, Mathematics, Science, and Spanish, providing additional resources to help struggling learners access a well-rounded education. Additionally, Title I funds are allocated for professional development to strengthen instructional practices and build teacher capacity, ensuring educators are equipped to meet the diverse needs of at-risk students and improve their academic outcomes.

3.1 Annually evaluate the schoolwide plan

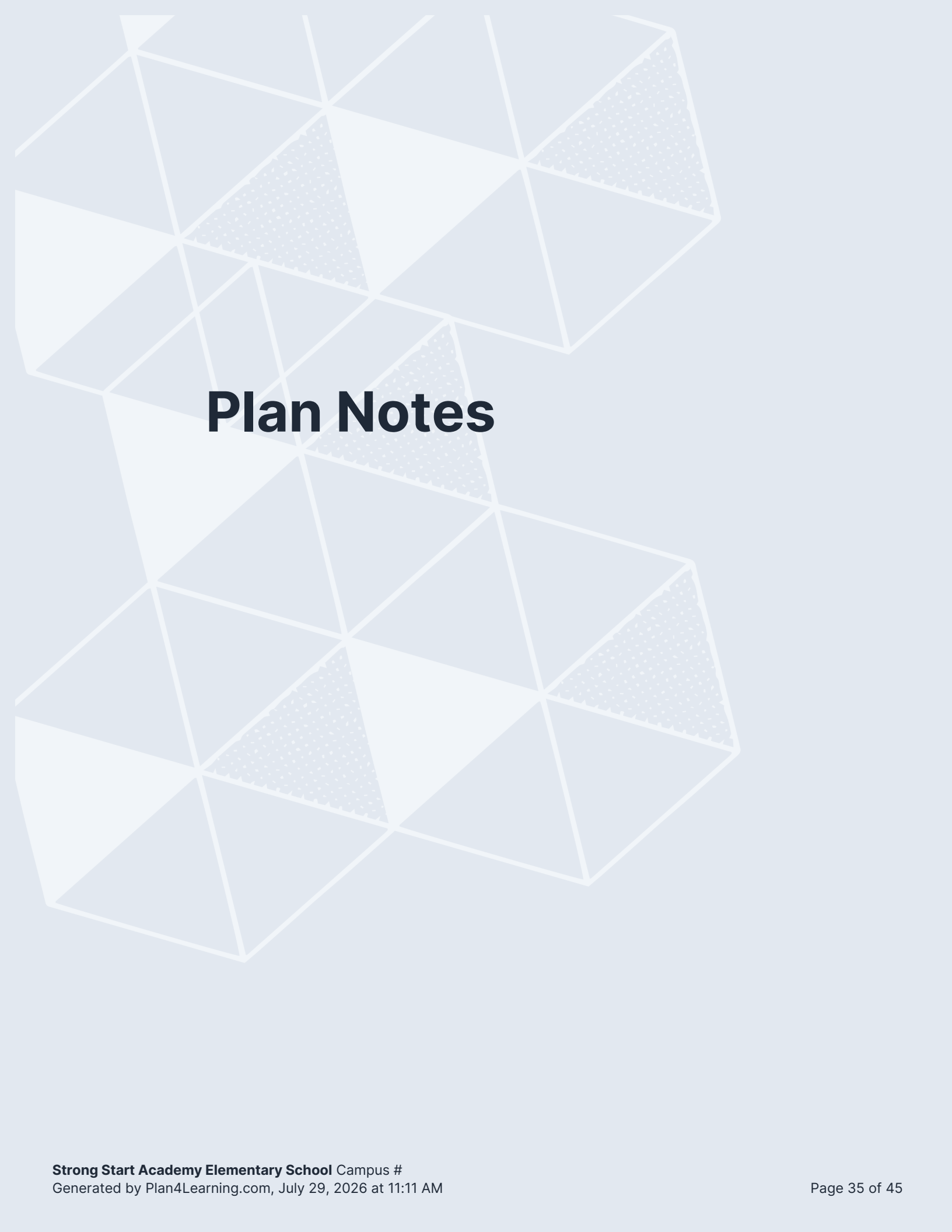
We evaluate our School Improvement Plan (SIP) by analyzing student achievement data, monitoring key performance indicators (attendance, small-group interventions, etc.), and gathering feedback through surveys and meeting with our Parent Council. Regular reviews help us assess progress toward goals, adjust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

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

The school developed a Parent Involvement and Family Engagement Policy and shares it annually with families through our Weekly Parent Communication, Parent Council meetings, and Title I meetings. Families are invited to provide feedback, and the policy is reviewed and updated annually to ensure it meets the needs of our school community.

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.



Plan Notes

Plan Notes

SY2026-27 SIP Review:

03/06/2026: Special Ed Goal must have actual percentage numbers, even if they are anticipated. Please replace the xx% with actual numbers. Thank you! ~JWorking

03/18/2025: Please clarify where IDEA-B funds will be used if not tied to the special ed goal. Thank you.



Community Outreach Activities

Meeting	Date	Activity
Parent Council Meeting	2-12-26	Shared the current School Improvement Plan and invited feedback and input for continuous improvement.
Parent Council Meeting	2-26-26	Parent Council revisited the SIP and invited families to read the current plan over and provide feedback for the new plan.

Funding Summary



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					\$3,685,668.00
+/- Difference					\$3,685,668.00

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					\$19,573.35
+/- Difference					\$19,573.35

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
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	Professional Learning for Science of Reading	--	\$0.00
1	1	1	Supplemental Instructional Materials for reading and math	--	\$0.00
1	1	2	Math Manipulatives for Counting Collections	--	\$0.00
1	1	2	Professional Learning - CGI	--	\$0.00
1	2	1	Supplemental Instructional Materials	--	\$0.00
2	1	1	Professional Development - ARC Coaching	--	\$0.00
2	1	1	Professional Development - Special Education	--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$80,467.20
+/- Difference					\$80,467.20

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 Learning for Math instruction	--	\$0.00
1	2	1	Professional Development on small group instruction, interventions, differentiation, and multisensory learning.	--	\$0.00
2	1	1	Professional Development - CGI	--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$9,317.02
+/- Difference					\$9,317.02

Title III - ELL

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Learning supporting multi-lingual learners	--	\$0.00
1	2	1	Professional Development on supporting multi-lingual learners.	--	\$0.00
2	1	1	Professional Development - Multilingual Learners	--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$9,497.00
+/- Difference					\$9,497.00

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
3	1	1	ReThought Program to support Social Emotional Learning (SEL)	--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$9,246.54
+/- Difference					\$9,246.54

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
1	1	1	Transportation for Summer School	--	\$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					\$1,300,000.00
+/- Difference					\$1,300,000.00

READ BY GRADE 3 LOCAL LITERACY PLAN FOR 2026-2027/2027-2028 SCHOOL YEARS

LOCAL PROGRAM CONTACT SECTION

School District or Charter Organization	Strong Start Academy	Date:	4/14/2026
Number of Sites Being Served:	1	Local Education Agency (LEA) Grade Spans:	K-5
Read by Grade 3 Program Lead Information			
Name:	Miriam Benitez	Title:	Executive Director
Phone Number:	(702) 463-0222	Email Address:	mbenitez@clvstrongstartes.org

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

Name:	Title:
Florentino Mora	Assistant Principal
Osvaldo Garcia	Instructional Coach
Terry House	Kinder Teacher
Alisha Balasquide	1st Grade
Elizabeth Smith	2nd Grade
Myriam Reyes	3rd Grade
Leonela Salazar	4th Grade
Tamika McSwain	5th Grade
Alexis Aramburo	Parent

I. Identification, Intervention, and Intensive Instruction

Statutory Requirement *NRS 388.157.1 (a):* The Local Literacy Plan must include a program to provide intervention and intensive instruction for pupils identified as deficient in reading.

Student Identification

How does the LEA identify elementary students who are deficient in reading?

Strong Start Academy Elementary School identifies students who are deficient in reading through the use of the i-Ready diagnostic assessment system. All students in grades K–5 are administered the i-Ready Reading Diagnostic three times per year (beginning, middle, and end of year) to measure reading proficiency and growth. The i-Ready assessment provides detailed data on each student's performance in key domains, including phonological awareness, phonics, vocabulary, and comprehension. Students are identified as deficient in reading based on their placement below grade-level benchmarks, particularly those performing two or more grade levels below or scoring below the 41st percentile, as indicated by state guidance and internal data analysis.

In addition to the universal screening windows, we also use the Independent Reading Level Assessment (IRLA), which is a formative assessment that helps our teachers regularly monitor student progress on grade level proficiency. This ongoing progress monitoring allows staff to identify students who may require additional support throughout the year, even if they were not initially identified.

The data is reviewed collaboratively by teachers, instructional leaders, and support staff to ensure accurate identification of students in need of intervention and to inform targeted instructional planning.

Intervention Program Design & Delivery

How does the LEA provide targeted, evidence-based reading interventions aligned to student needs?
Frequency and duration of small-group or intensive instruction:

Strong Start Academy Elementary School provides targeted, evidence-based reading interventions through a structured literacy approach using the American Reading Company (ARC) framework, including IRLA (Independent Reading Level Assessment) ARC Core instruction, Seeing Stars and Visualizing and Verbalizing reading intervention programs.

During the daily literacy block, teachers use IRLA data to differentiate instruction and provide targeted small-group support aligned to each student's specific reading needs (e.g., phonics, fluency, comprehension, and vocabulary). Students performing below grade level receive more frequent, targeted instruction in small groups at least three times per week. These groups are fluid and adjusted regularly based on ongoing formative data and student progress.

Teachers also utilize ARC Toolkits to deliver explicit, skill-based interventions tailored to individual student gaps. Instruction is aligned to each student's IRLA level, ensuring that support is both rigorous and appropriately scaffolded.

In addition to core instruction, after-school tutoring begins in October following the completion of beginning-of-year i-Ready and IRLA assessments. Students identified as needing additional support participate in small-group tutoring sessions, typically consisting of no more than five students per group. These sessions are held three times per week (Tuesday through Thursday) for one hour. Instruction during tutoring is highly targeted and data-driven, with groups formed based on specific skill deficits identified through assessment data.

This multi-tiered approach ensures that students receive consistent, focused intervention opportunities both during and beyond the instructional day, with frequency and duration adjusted based on individual student need.

Describe how reading interventions are provided for the following: Phonological/Phonemic Awareness, Decoding and Word Reading, Reading Fluency, Vocabulary Development, Reading Comprehension.

Strong Start Academy Elementary School provides targeted, evidence-based reading interventions across all essential components of literacy through a structured approach that integrates ARC Core, IRLA, ARC Toolkits, and Bridge to Reading/Heggerty resources.

Phonological/Phonemic Awareness:

Students receive explicit, systematic instruction in phonological and phonemic awareness through the use of Bridge to Reading and Heggerty routines. These daily, structured lessons focus on skills such as rhyming, segmenting, blending, and manipulating sounds. For students identified as below grade level, additional small-group intervention is provided using targeted Bridge to Reading or Bridge the Gap lessons to reinforce foundational auditory skills.

Decoding and Word Reading:

Decoding instruction is delivered through Bridge to Reading or Bridge the Gap phonics lessons, which provide systematic and explicit instruction in sound-symbol relationships. Teachers use IRLA data to identify specific gaps and provide differentiated small-group instruction using ARC-aligned resources and Toolkits. Students receive repeated practice with

targeted phonics patterns to build automaticity and accuracy in word reading.

Reading Fluency:

Fluency is developed through daily guided reading, repeated reading, and ARC routines embedded within the literacy block. Teachers monitor fluency through IRLA benchmarks, Heggerty fluency assessments, and iReady fluency passages. Targeted support is provided using ARC Toolkits, Heggerty resources, and iReady passages. Students below grade level engage in additional repeated reading practice during small-group instruction and intervention time to improve rate, accuracy, and expression.

Vocabulary Development:

Vocabulary instruction is integrated within ARC Core units and reinforced through read-alouds, discussions, and purposeful exposure to academic language. Teachers explicitly teach and revisit key vocabulary using ARC resources and Toolkits. Small-group instruction targets vocabulary development aligned to students' reading levels and instructional needs, ensuring access to grade-level content.

Within our dual language model, teachers intentionally plan for bridging activities between English and Spanish, allowing them to make cross-linguistic connections and deepen their understanding of academic vocabulary in both languages. GLAD strategies are also embedded throughout instruction to support language development, including the use of visuals, chants, and structured oral language practice. Beginning in 3rd grade, IRLA Toolkits place an increased emphasis on vocabulary development, including morphology and word analysis, to strengthen comprehension and support students in applying strategies across increasingly complex texts. Additional vocabulary development occurs through targeted tutoring, where students engage in structured practice with vocabulary in context through passages, reinforcing meaning, usage, and word relationships. Furthermore, the online i-Ready personalized pathway provides individualized instruction in vocabulary and language development, ensuring continued practice and reinforcement aligned to each student's needs.

Reading Comprehension:

Comprehension instruction is embedded throughout ARC Core instruction, where students engage in close reading, text-based discussions, and written responses. Teachers use IRLA data to identify comprehension gaps and provide targeted small-group instruction using ARC strategies and Toolkits. Instruction focuses on key skills such as identifying main idea, making inferences, and citing evidence, with scaffolds adjusted based on student need.

The online i-Ready personalized pathway further differentiates instruction by developing comprehension skills across both informational texts and literature, ensuring students receive targeted practice aligned to their individual levels. During tutoring, students participate in small groups where they engage with targeted passages, respond to text-dependent questions, and complete short written responses. This structured practice strengthens overall comprehension while simultaneously building background knowledge, vocabulary, and writing skills.

II. Assessment Procedures

Statutory Requirement *NRS 388.157.1(b)*: Procedures for assessing reading proficiency using valid, reliable, State Board–approved assessments.

Assessment training and administration procedures.

Strong Start Academy Elementary School ensures that all staff administering the i-Ready Reading Diagnostic receive training and follow standardized procedures to maintain fidelity and reliability of assessment data.

Assessment Training:

All teachers and relevant instructional staff participate in beginning-of-year training on the administration of the i-Ready Reading Diagnostic. Training includes guidance on assessment purpose, administration protocols, student test-taking expectations, and how to ensure a secure and distraction-free testing environment. Ongoing support is provided by instructional leadership to address questions and reinforce best practices. New staff members receive additional onboarding and coaching as needed.

Administration Procedures:

The i-Ready Reading Diagnostic is administered three times per year (beginning, middle, and end of year) within designated assessment windows. To ensure consistency and validity of results, the following procedures are implemented:

- **Teachers conference with students to set goals and expectations before and after testing cycles.**
- **Students complete the diagnostic independently, without teacher assistance on test items.**
- **Teachers provide clear directions and model expectations prior to testing.**
- **Testing is conducted in a quiet, controlled environment to minimize distractions.**
- **The assessment is administered in appropriate time blocks to prevent fatigue, with flexibility to pause and resume as**

needed.

- Universal supports (e.g., headphones) are provided to all students, and allowable accommodations are provided in alignment with IEPs and 504 plans.
- Identified students are pulled for small group testing.
- Teachers actively monitor students during testing to ensure engagement and adherence to expectations, without influencing responses.

Following each administration window, staff engage in data review protocols to analyze results, identify students in need of support, and inform instructional planning and intervention.

Grade Level	State Approved Assessment Tool(s)
Kindergarten	iReady Reading Diagnostic
First Grade	iReady Reading Diagnostic
Second Grade	iReady Reading Diagnostic
Third Grade	iReady Reading Diagnostic
Fourth Grade	iReady Reading Diagnostic
Fifth Grade	iReady Reading Diagnostic

III. English Learner (EL) Literacy Program

Statutory Requirement NRS 388.157.1(c): A specific program to improve the reading proficiency of pupils who are English learners.

What is the LEA's plan to improve reading proficiency among students who are English learners?

Strong Start Academy Elementary School implements a comprehensive plan to improve reading proficiency among English Learners through a dual language instructional model and targeted, data-driven supports.

As a dual language school, students receive literacy instruction in both Spanish and English. This model is grounded in research demonstrating that bilingual instruction is one of the most effective approaches for developing strong literacy skills in emerging bilingual students. By building foundational literacy in students' primary language while simultaneously developing English proficiency, students are able to transfer skills across languages, accelerating overall reading achievement. Intentional bridging between Spanish and English instruction is a key component of this model, allowing students to explicitly make connections across languages, deepen metalinguistic awareness, and strengthen comprehension and vocabulary development.

Core literacy instruction is delivered through ARC/IRLA in both languages, with intentional alignment to ensure students are developing skills in phonics, fluency, vocabulary, and comprehension. Instruction is strategically scaffolded to support language development through the integration of GLAD strategies, including the use of visuals, graphic organizers, chants, and structured academic discourse. These strategies promote language acquisition while increasing access to grade-level content and supporting meaningful student engagement.

Student progress is closely monitored using multiple data sources, including the i-Ready Reading Diagnostic, WIDA ACCESS scores, and SBAC results. This data is used to identify areas of need and provide targeted interventions through small-group instruction, ARC Toolkits, designated English Language Development (ELD) supports through ARC's Guide to IRLA Coaching with Multilingual Learners, and differentiated instruction within the i-Ready personalized pathway.

Based on current performance data, English Learners at Strong Start Academy are demonstrating positive outcomes and growth in reading proficiency. Ongoing data analysis ensures that instructional practices are continuously refined to meet student needs and sustain high levels of achievement.

IV. Literacy Specialists & Teacher Collaboration

Statutory Requirement (*NRS 388.157.1(d)*): Procedures to facilitate collaboration between licensed literacy specialists and classroom teachers.

What procedures does the LEA use to ensure collaboration between licensed literacy specialists and classroom teachers?

Strong Start Academy Elementary School ensures ongoing collaboration between our licensed literacy specialist and classroom teachers through structured systems and consistent communication focused on improving student reading outcomes.

Our literacy specialist and teachers engage in regular meetings to review i-Ready and IRLA data, identify students in need of intervention, and plan targeted instructional supports. These collaborative meetings provide opportunities to analyze student progress, adjust grouping, and align interventions to specific skill deficits.

In addition, our literacy specialist provides coaching and modeling to classroom teachers, supporting the implementation of evidence-based instructional practices, including ARC/IRLA routines, use of Toolkits, and foundational skills instruction through Bridge to Reading or Bridge the Gap. This includes co-planning lessons, modeling small-group instruction, and providing feedback to ensure fidelity of implementation.

Ongoing communication is maintained through professional learning communities (PLCs), where teachers and specialists work together to align instructional strategies, share best practices, and monitor the effectiveness of interventions. Informal check-ins and classroom observations further support alignment and continuous improvement.

When students are unable to attend after-school tutoring or require a more intensive or differentiated level of support, the literacy specialist collaborates closely with the classroom teacher to design and implement additional targeted interventions. This includes analyzing persistent areas of need, adjusting instructional approaches, and providing supplemental in-class or alternative supports to ensure that students who are not demonstrating adequate progress receive timely and responsive instruction.

This collaborative structure ensures that literacy instruction and interventions are cohesive, data-driven, and consistently implemented across classrooms to meet the needs of all students.