

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



ELEMENTARY SCHOOL
AT THE TONY HSIEH
EDUCATION CENTER

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

Mission Statement

The mission of Strong Start Academy Elementary School is to provide equitable, high-quality academics as we prepare our bilingual, civic-minded thinkers to maximize their potential in their community and the world. SSAES is committed to building a culture of high academic achievement for all students. All children will engage in dual language education that supports and embraces the development of English and Spanish while honoring their home languages and cultures. SSAThe vision of Strong Start Academy Elementary School is a culturally diverse learning community that prepares children to excel academically in two languages and have a positive impact on an increasingly evolving and global society.

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

Vision

The vision of Strong Start Academy Elementary School is a culturally diverse learning community that prepares children to excel academically in two languages and have a positive impact on an increasingly evolving and global society.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/strong_start_academy/2024/nspf/.

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: 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. Additionally, reduce math achievement gaps for English Learners and African American students by 10%.

Aligns with District Goal

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

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Utilize formative assessment data during PLCs to identify specific skill gaps and implement data-driven small group instruction in reading and math. Ensure groups are flexible and based on ongoing progress monitoring, allowing for differentiated support that meets students' individual needs. EBI Levels: 2 - Professional Learning Communities at Work (PLC at work) - evidence for ESSA. Evidence for ESSA - Find Evidence-Based PK-12 Programs. (2024, November 15). https://www.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/	Oct: In progress October Lessons Learned Our beginning-of-year data shows significant improvement compared to previous years. We had introduced incentives to encourage students to read over the summer and participate in online i-Ready lessons. From this, we learned that providing meaningful incentives for students and families during the summer helps maintain engagement and reduce the effects of the summer slide. October Next Steps/Need Our next step is to identify the students and staff who will participate in the after-school tutoring program beginning in October. Jan: In progress January Lessons Learned Based on the i-Ready Reading Diagnostic, our mid-year data shows a 4-percentage-point improvement compared to this time last year. On average, students demonstrated 79% typical growth in reading. Overall, K-5 reading proficiency increased from 40% at the beginning of the year to 70% at mid-year. Based on the i-Ready Math Diagnostic, our mid-year data

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 conferencing, 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 consistently implemented.

Position Responsible: Teachers, Paraprofessionals, Instructional Coach, Administrators

Resources Needed: ARC Core Curriculum, IRLA materials, iReady Math Curriculum, Math Manipulatives, Imagine Language & Literacy, Imagine Espanol

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Level 1: Strong:

Level 2: Moderate:

Level 3: Promising:

Problem Statements/Critical Root Cause: Student Success 1

shows a 9-percentage-point improvement compared to this time last year. On average, students demonstrated 67% typical growth in math. Overall, K-5 math proficiency increased from 24% at the beginning of the year to 51% at mid-year. Our focus has been small group instruction which our data has reinforced that it is key to close learning gaps.

January Next Steps/Need

Ensure teachers are consistently using data to drive small group instruction.

May: Continue

May Lessons Learned

Based on the i-Ready Reading Diagnostic, our end-of-year data shows a 3-percentage-point improvement compared to this time last year. The median percent progress towards typical growth in reading for our school was 155%. Overall, K-5 reading proficiency increased from 40% at the beginning of the year to 84% at the end of the year. Based on the i-Ready Math Diagnostic, our end-of-year data shows a 10-percentage-point improvement compared to this time last year. The median percent progress towards typical growth in math for our school was 138%. Overall, K-5 math proficiency increased from 24% at the beginning of the year to 82% at the end of the year. Lessons learned are that we must continue to maintain high expectations for all students while ensuring that instruction is differentiated to address individual learning needs. Students who begin the year significantly below grade level can make substantial progress when instruction is intentional, consistent, and responsive.

May Next Steps/Need

Our results reinforce the importance of using student performance data to inform instructional decisions throughout the year. We need to ensure that our PLC teams are regularly analyzing student performance data and providing targeted small-group instruction and timely interventions. Moving forward, we want to strengthen how teachers use data during PLCs to identify learning gaps, adjust instruction, and monitor student progress.

Inquiry Area 1: Student Success

SMART Goal 2: 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.

Aligns with District Goal

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

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

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Provide time for classroom teachers to collaborate with special education teacher to ensure student learning is connected across general education and special education setting and that the professional development received in Reading and Math to support effective implementation of all curriculum in ELA and Math for all Tiers of instruction, specifically small group instruction, is being implemented in all classrooms with special education students. EBI Levels: 2 - Professional Learning Communities at Work (PLC at work) - evidence for ESSA. Evidence for ESSA - Find Evidence-Based PK-12 Programs. (2024, November 15). https://www.evidencefoessa.org/program/professional-learning-communities-at-work-plc-at-work/ 4 - Practice guide. WWC Using Student Achievement Data to Support Instructional Decision Making. (n.d.). https://ies.ed.gov/ncee/WWC/PracticeGuide/12 2 - 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.evidencefoessa.org/program/i-ready-personalized-instruction-reading/ 1 - ARC Core (formerly zoology one) - evidence for ESSA. Evidence for ESSA - Find Evidence-Based PK-12 Programs. (2024a, December 13). https://www.evidencefoessa.org/program/arc-core-formerly-zoology-one/ 2 - Heggerty's bridge to reading curriculum - evidence for ESSA. Evidence for ESSA - Find Evidence-Based PK-12 Programs. (2024b, March 25). https://www.evidencefoessa.org/program/heggertys-bridge-to-reading-curriculum/ 3 - Imagine language & literacy - evidence for ESSA. Evidence for ESSA - Find Evidence-Based PK-12 Programs. (2024c, May 3). https://www.evidencefoessa.org/program/imagine-language-literacy/ 3 - Imagine espanol - evidence for ESSA. Evidence for ESSA - Find Evidence-Based PK-12 Programs. (2024c, January 8). https://www.evidencefoessa.org/program/imagine-learning-imagine-espanol/ 1 - Practice guide. WWC Assisting Students Struggling with Mathematics: Intervention in the Elementary	Oct: In progress October Lessons Learned Collaboration with classroom teachers is essential, but another critical element is regular, one-on-one meetings between the special education teacher and school leadership (principal, assistant principal, and/or special education director). These meetings provide targeted guidance, ensure alignment of Tier 2 and Tier 3 interventions with students' IEP goals, and help monitor student progress, ultimately supporting more effective and individualized instruction. October Next Steps/Need The special education teacher will receive regular mentoring and coaching from our Special Education Director to provide ongoing guidance, support the implementation of Tier 2 and Tier 3 interventions, and ensure that all student IEP goals are being effectively addressed. Jan: In progress January Lessons Learned Currently 46% of our special education students are on track to meet their stretch growth in reading and 40% are on track to meet their stretch growth in math. Although not all of our special education students are performing below grade level in math or reading, we did expect more of our special education students who are performing below grade level to show more growth or meet their stretch goals. January Next Steps/Need Ensure the special education teacher is using a multi-sensory

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.evidencefoessa.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.evidencefoessa.org/programs/math/page/2/>

Action Steps:

- *Schedule weekly PLC time for general education and special education teachers to align instructional strategies and discuss student progress.
- *Use PLCs to review student data and adjust instruction accordingly.
- *Clearly outline the roles of general education and special education teachers in lesson planning, instruction, and intervention.
- *Ensure special education teachers are integrated into the instructional planning process rather than working in isolation.
- *Ensure lesson plans are uploaded into the shared drive for access.
- *Ensure special education teachers have access to general education curriculum resources and supplemental materials.
- *Develop a shared understanding of instructional strategies for ELA and Math across all Tiers of instruction.
- *Conduct classroom observations and provide feedback on the implementation of best practices.
- *Use walkthroughs and peer observations to identify strengths and areas for improvement.
- *Review student performance data regularly to identify gaps and ensure instructional alignment.
- *Provide professional development for teachers on effective small group instruction strategies, best practices for differentiation and interventions, incorporating multisensory learning techniques to enhance student engagement and accessibility. (Nevada Standards for Professional Development - Equity)
- *Offer targeted training sessions that address challenges with differentiated instruction, and curriculum implementation.
- *Provide coaching support to reinforce professional learning and ensure application and internalization.

Position Responsible: Teachers, Instructional Coach, Administrators

Resources Needed: ARC Core Curriculum, IRLA materials, iReady Math Curriculum, Math Manipulatives

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

Evidence Level

Level 1: Strong:

Level 2: Moderate:

Level 3: Promising:

Problem Statements/Critical Root Cause: Student Success 1

approach to teaching and learning with many opportunities for hands-on experiences. Ensure collaboration with classroom teachers is happening.

May: Continue

May Lessons Learned

Although we demonstrated progress, with 50% of our special education students meeting their target stretch growth, we fell short of our overall goal. This highlights the need to strengthen differentiated instruction, ensure interventions are consistently aligned with students' individual learning needs, and more closely monitor progress throughout the year.

May Next Steps/Need

A key lesson learned is that providing instructional supports alone is not sufficient; we must regularly evaluate their effectiveness and make timely adjustments when students are not demonstrating adequate growth. Greater collaboration between general education and special education teachers will also be essential to ensuring consistent, targeted instruction and improved student outcomes.

Inquiry Area 2: Adult Learning Culture

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

Aligns with District Goal

Formative Measures: Classroom walkthroughs, observations

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Implement a comprehensive support system by integrating structured mentorship, targeted instructional coaching, peer modeling with guided reflection, and customized professional development tailored to individual teacher needs and instructional goals. EBI Level: The impact and implementation of the Chicago Collaborative Teacher Professional Development program. research report. RR-A2047-1. Study: 90794. (n.d.). https://ies.ed.gov/ncee/WWC/Study/90794 Action Steps: *Pair new and struggling teachers with experienced mentors based on instructional strengths and areas of need. *Provide mentors with training on effective coaching, feedback, and relationship-building. *Set clear expectations for mentorship meetings, including frequency, topics, and goal setting. *Monitor mentorship effectiveness through surveys, reflections, and progress tracking. *Identify key focus areas for coaching based on classroom observations and student data. *Develop individualized coaching plans with measurable goals and action steps. *Conduct regular classroom observations with follow-up debrief sessions. *Provide ongoing, job-embedded coaching support, including modeling and co-teaching. *Create a structured system for teachers to observe peers demonstrating best practices. *Revise and refine observation protocols with guiding questions and reflection templates. *Schedule post-observation reflection sessions to discuss key takeaways and implementation strategies. *Encourage collaborative problem-solving and sharing of instructional strategies. *Customize Professional Development. (Nevada Standards for Professional Development - Leadership; Resources) *Use teacher feedback and student performance data to identify PD needs. *Offer differentiated training sessions based on teacher experience and content area needs. *Establish a system for tracking teacher growth and instructional effectiveness. *Collect ongoing feedback from teachers, mentors, and coaches to refine support strategies. *Adjust mentorship pairings, coaching focus, and PD offerings based on evolving needs. *Celebrate successes and share best practices school-wide to foster a culture of continuous improvement. Position Responsible: Teachers, Instructional Coach, Administrators Resources Needed: PLC Meetings, PD Plan, Instructional Coach, Administrators	Oct: In progress October Lessons Learned Partnering with Bellwether Education has been invaluable in providing customizable protocols, trackers, norming guides, and planning templates. This experience reinforced the importance of leveraging external expertise to build structured, consistent systems that support effective planning, data tracking, and instructional alignment across classrooms. October Next Steps/Need We will implement our coaching plan and closely monitor progress to ensure that all coaching goals are met. Jan: In progress January Lessons Learned While the leadership team had been providing consistent instructional coaching to teachers, an unforeseen situation occurred when a second-grade teacher resigned abruptly. This class had already experienced one teacher change earlier in the year, resulting in two different teachers by November. To ensure continuity of instruction and support for students, we made the difficult decision to assign our instructional coach to serve as the classroom teacher. As a result, the assistant principal and I redistributed the instructional coaching responsibilities previously managed by the instructional coach. To effectively manage these expanded duties, we reevaluated and adjusted our schedules, responsibilities, and assignments, recognizing the need to modify our approach to maintain instructional quality and operational effectiveness. January Next Steps/Need

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level

Level 1: Strong:

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Revisiting our coaching schedule to adjust the duration and intensity of coaching sessions, ensuring they are realistic for our current capacity and this point in the school year, while prioritizing teachers in greatest need of support.

May: Continue

May Lessons Learned

By the end of the year we had 60% of our teachers score in the highly effective range. Despite providing differentiated supports, including instructional modeling, coaching, classroom observations, actionable feedback, and mentorship, some teachers continued to demonstrate limited growth. This highlights the need to further evaluate the effectiveness of our support structures, establish clearer expectations and measurable growth targets, and strengthen accountability for implementing feedback.

May Next Steps/Need

Moving forward, we will focus on conducting consistent classroom observations and walkthroughs, normalizing feedback as an ongoing part of professional growth, and implementing more targeted coaching cycles and timely interventions to ensure sustained improvement in instructional practices. We will also strengthen our follow-up processes to monitor teachers' implementation of feedback and measure progress toward individual growth goals. Additionally, we recognize the need to refine our observation protocols and evaluation tools to ensure clarity, consistency, and a shared understanding of instructional expectations and performance criteria. This will help ensure that feedback is meaningful, actionable, and directly aligned with improving instructional effectiveness.

Inquiry Area 3: Connectedness

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

Aligns with District Goal

Formative Measures: Infinite Campus attendance reports.

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Implement a multi-tiered attendance intervention plan that includes proactive family engagement, social-emotional learning, and targeted support for at-risk students to address barriers to attendance. EBI Level: 1 - Positive action - attendance - evidence for ESSA. Evidence for ESSA - Find Evidence-Based PK-12 Programs. (2024f, October 24). https://www.evidencefoessa.org/program/positive-action-attendance/ Action Steps: *Utilize real-time attendance tracking to identify students at risk of chronic absenteeism and implement tiered interventions, including personalized outreach and possibly home visits. *Strengthen communication with families through individualized support plans implemented by the Safe School Professional. *Foster a school-wide culture of attendance through incentives, recognition programs, and classroom-based engagement strategies that make school a welcoming and motivating environment. *Partner with local organizations to provide wraparound services, mentorship programs, and incentives that encourage consistent attendance. *Regularly analyze attendance trends, review intervention effectiveness, and adjust strategies based on data to ensure continuous improvement. *Safe School Professional and Health and Wellness Specialist will regularly meet with K-2 students who are "chronically absent" to help them develop attendance habits and feel connected to the school through structured discussions. *Provide professional development on Tiers 2 & 3 of MTSS for targeted support for students at-risk of chronic absenteeism. (Nevada Standards for Professional Development - Equity) Position Responsible: Safe School Professional, Teachers, Administrators Resources Needed: attendance reports, professional development, community resources, incentives Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1, 4.2 Evidence Level Level 1: Strong: Problem Statements/Critical Root Cause: Connectedness 1	Oct: In progress October Lessons Learned Implementing a high level of accountability for absences can improve attendance, but it also carries the risk of creating tension with families and potentially contributing to student withdrawals. October Next Steps/Need In October, during Parent-Teacher Conferences, families of students with excessive absences or those already identified as chronically absent will meet with the Safe School professional to review attendance concerns and develop targeted support plans. Jan: In progress January Lessons Learned At this point in the school year, our enrollment is 266 students, with a chronic absenteeism rate of 8.2%. Approximately 50% of students identified as chronically absent are new to the school this year, while the remaining 50% have a documented history of chronic absenteeism from the previous year. Despite implementing multiple engagement and outreach strategies, attendance challenges persist for this approximately 4% of the student population, indicating the need for continued and innovative targeted supports. January Next Steps/Need As next steps, we will collaborate with our MTSS team and Parent Council to review attendance data, identify ongoing barriers, and brainstorm new and innovative strategies to improve student attendance. Through shared dialogue and family input, we will develop targeted, realistic approaches

that strengthen family engagement, align with existing MTSS supports, and promote consistent school attendance.

May: Continue

May Lessons Learned

By the end of the year, our chronic absenteeism rate was 6.8%. To address attendance concerns, school administration and the Safe School Professional participated in Parent-Teacher Conferences for students identified as chronically absent. These meetings provided an opportunity to engage families in meaningful conversations about attendance barriers, reinforce the importance of consistent school attendance, and identify strategies to improve attendance. Families were also provided with educational resources explaining chronic absenteeism and its impact on student learning and academic achievement.

May Next Steps/Need

One of our key lessons learned is the importance of early intervention, consistent monitoring, and proactive family engagement in addressing chronic absenteeism. Involving administration and the Safe School Professional in Parent-Teacher Conferences provided opportunities to better understand barriers to attendance, educate families on the impact of missed instructional time, and develop collaborative solutions. We also recognized that building strong relationships with families and providing individualized support are essential to improving attendance. Moving forward, we will continue to strengthen early identification, family outreach, and ongoing monitoring to prevent attendance concerns from becoming chronic.