

SOT Meeting
8/12/26
4:00 p.m.

1.0 Welcome and Roll Call
2.0 Old Items
3.0 New Items
- 3.1 2026-2027 General Budget & Staffing
- 3.2 Chronic Absenteeism
- 3.3 Annual 2026-2027 Title I Meeting
- 3.4 2026-2027 Parent & Family Engagement Policy Review
- 3.5 SBAC Data & School Improvement Goals
- 3.6 Academic Success: Curriculum Overview

4.0 Next Meeting
- a. Wednesday, September 9 @ 4:00

5.0 Public Comment (2 minutes per person) Call the office to let them know you have a public comment.



Go Anywhere!





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2026-2027 Staffing & Budget



234	Roberts, Aggie Elementary School	Mikie Young	EC	PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	UN	TOTAL
	TOTAL ENROLLMENT PROJECTION		47	22	59	52	69	60	62	82	0	0	0	0	0	0	0	0	453
	Self-Contained Projections		47	22	5	5	5	3	3	3	0	0	0	0	0	0	0	0	93
	School Budget Projection		0	0	54	47	64	57	59	79	0	0	0	0	0	0	0	0	360



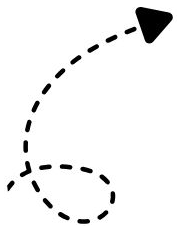
	Current	Projection	Difference
Kinder	42	54	-12
1st	47	47	0
2nd	60	64	-4
3rd	46	57	-11
4th	56	59	-3
5th	63	79	-16
			Total: 46

*As of 8/10/26

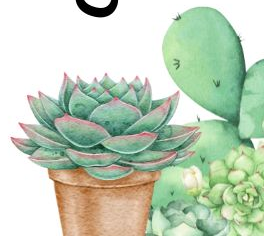
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Count Day: August 28, 2026

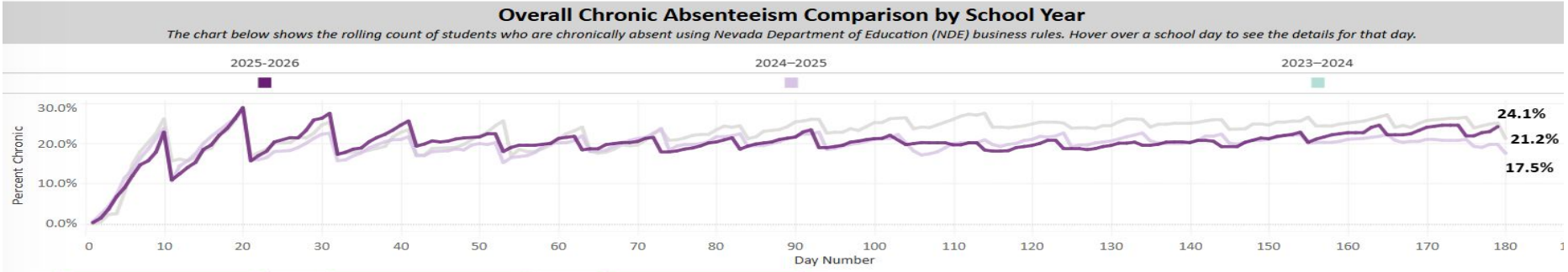


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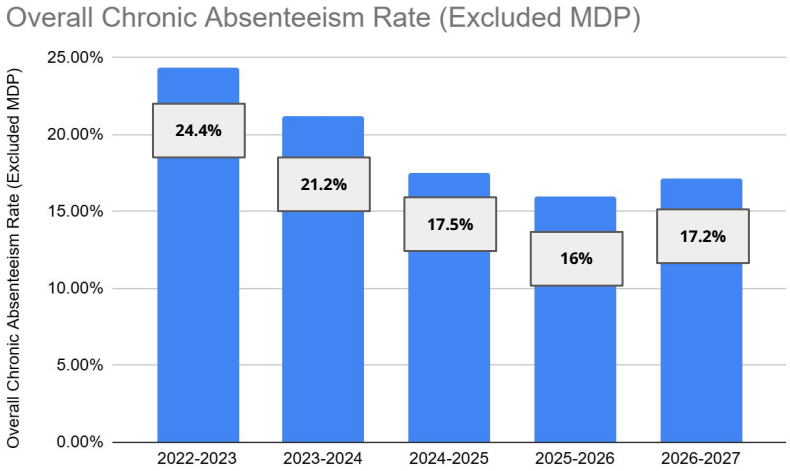


Chronic Absenteeism

67 out of **390** Students (**17.2%**) are considered chronically absent for **2025-2026**









TITLE I ANNUAL PARENT MEETING

Reunión Anual de Padres de Titulo I

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EVERY STUDENT SUCCEEDS ACTS (ESSA)

La Ley-cada estudiante tenga exito ESSA por sus siglas en ingles

Federal legislation passed to allow for the use of methods and instructional strategies to strengthen the academic program in the school, increase the amount and quality of learning, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

La legislación federal aprobó permitir el uso de métodos y estrategias de enseñanza para fortalecer el programa académico en la escuela, aumentar la cantidad y la calidad del aprendizaje y ayudar a proporcionar un currículo enriquecido y acelerado, que pueden incluir programas, actividades y cursos necesarios para proporcionar una educación completa.

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WHAT IS TITLE I?

¿QUÉ ES TITULO I?

Title I is a federally funded academic assistance program for schools.

Titulo I - es un programa de fondos Federales para la asistencia académica de las escuelas.

The goal of Title I is to ensure a high quality well-rounded education for every child.

La meta de Titulo I - es asegurar una alta educación de alta calidad para cada uno de los niños/as.

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WHAT DOES TITLE I PROVIDE AT MY CHILD'S SCHOOL?

¿Qué es lo que Titulo I le provee a la escuela de mi hijo/a?

Funds are used for:

Los fondos se utilizan para

- $142,191

- Teacher
- Supplies: toner

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FOR SCHOOLS, ESSA:
ESSA Para Las Escuelas

Ensures schools measure student progress using approved tests.

Asegura que las escuelas midan el progreso de los estudiantes utilizando exámenes aprobados.

Ensures schools issue reports charting school performance.

Asegura que las escuelas distribuyan reportes del rendimiento escolar.

Provides teacher training and professional development to improve instruction.

Provee entrenamiento y capacitación profesional a los maestros para mejorar la enseñanza.

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FOR STUDENTS, ESSA:

ESSA Para Los Estudiantes

Sets high expectations for academic achievement.

Fija expectativas altas para el logro académico.

Requires yearly testing for Grades 3-8 and High School.

Requiere exámenes anualmente para los Grados 3ro al 8to y la preparatoria.

Provides teachers who are licensed by the state of Nevada and use proven teaching methods.

Provee maestros con licencia por el estado de Nevada los cuales utilizan métodos de enseñanza aprobados.

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PARENTS RIGHTS AND RESPONSIBILITIES

Derechos de los padres y sus responsabilidades

The right to receive periodic progress reports on the child and the school.
El derecho de recibir informes de progreso académico del niño/a y de la escuela periódicamente.

The right to request information about the qualifications of their child's teacher.
El derecho de solicitar información acerca de las credenciales del maestro de su hijo/a.

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PARENTS RIGHTS AND RESPONSIBILITIES

Derechos de los padres y sus responsabilidades

The right to help decide if the school's Title I program is meeting the needs of their child.
El derecho de ayudar a decidir si el programa de Titulo I dentro de la escuela esta llenando las necesidades de su hijo/a.

The right to offer suggestions for academic improvement and increased parental involvement.
El derecho de ofrecer sugerencias para un mejoramiento académico y aumentar la participación de los padres.

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PARENTS RIGHTS AND RESPONSIBILITIES

Derechos de los padres y sus responsabilidades

The responsibility to share information with the teacher about their child's interests and abilities.
La responsabilidad de compartir información con el maestro tocante a los intereses y las habilidades del niño/a.

The responsibility to attend parent conferences and to communicate regularly with the school concerning their child's academic progress.
La responsabilidad de asistir a conferencias de padres y de comunicarse regularmente con la escuela acerca del progreso académico de sus niños.

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PARENTS RIGHTS AND RESPONSIBILITIES

Derechos de los padres y sus responsabilidades

The responsibility to ensure their child attends school regularly, completes all homework and classroom assignments, and adheres to the District's Educational Accord, Honor Code, and school behavior policies.

La responsabilidad de asegurar que sus hijos asistan a la escuela regularmente, completen todas las tareas y en las del aula, y se adhiere al Acuerdo de la Educación del distrito, código de honor, y las normas de conducta en la escuela.

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DISTRICTWIDE SURVEY RESULTS

Los resultados del estudio del?

Last year's survey results

- Only 20 parent/guardian responses

- Positives:
  - My child's school involves parents in most school events or activities
  - My child's school sees me as a partner in my child's education.
  - At this school, the teachers really care about my child.
- Grow:
  - My child's school informs me how fundraising monies are used.

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PARENT AND FAMILY ENGAGEMENT POLICY

la Póliza de Participación de Padres de la escuela?

Let’s review the Parent and Family Engagement Policy currently in place.

Revisemos la Norma de Participación de los Padres actualmente implementada.

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School Improvement Goals



Student Success:

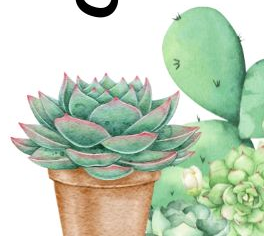
Increase the percentage of proficiency as measured by MAP ELA from 32.8% in 2025-2026 to 42.8% on i-Ready in 2026-2027. Increase the percentage of proficiency as measured by MAP math from 28.9% in 2025-2026 to 38.9% on i-Ready 2026-2027.



Increase the percentage of English Learners proficient on SBAC ELA from 27.2% in 2025-2026 to 32% in 2026-2027, on SBAC Math from from 4.7% in 2025-2026 to 10% in 2026-2027, and on WIDA from 37.2% in 2025-2026 to 40% in 2026-2027.

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School Improvement Goals



Adult Learning Culture:

Increase the percent of classrooms that are implementing schoolwide Tier I expectations from 80% (spring 2025) to 80% (fall 2025) to 90% (winter) to 100% (spring 2026) as measured by the Tier One Foundation Monitoring Tool (Focal Point).



Connectedness:

Decrease the number of minor and/or major behavior incidents from 334 (quarter 4 2025-2026) to 331 (quarter 1 2026-2027) to 271 (quarter 2 2026-2027) to 244 (quarter 3 2026-2027) to 232 (quarter 4 2026-2027) as measured by classroom and office referrals.

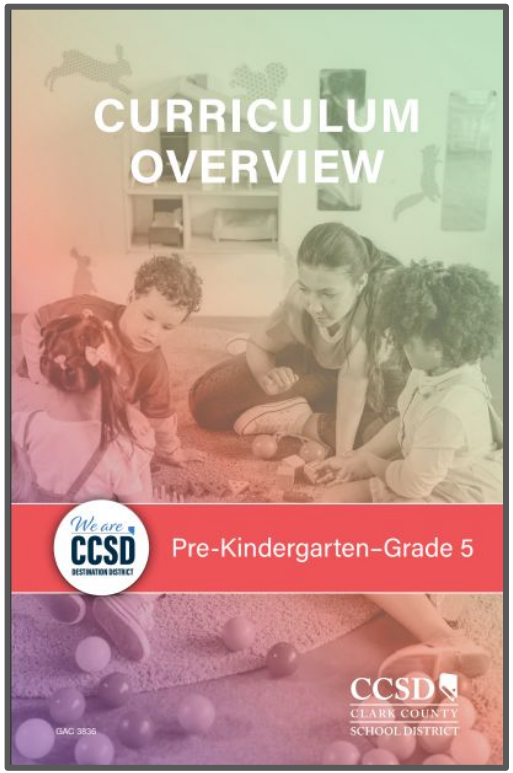
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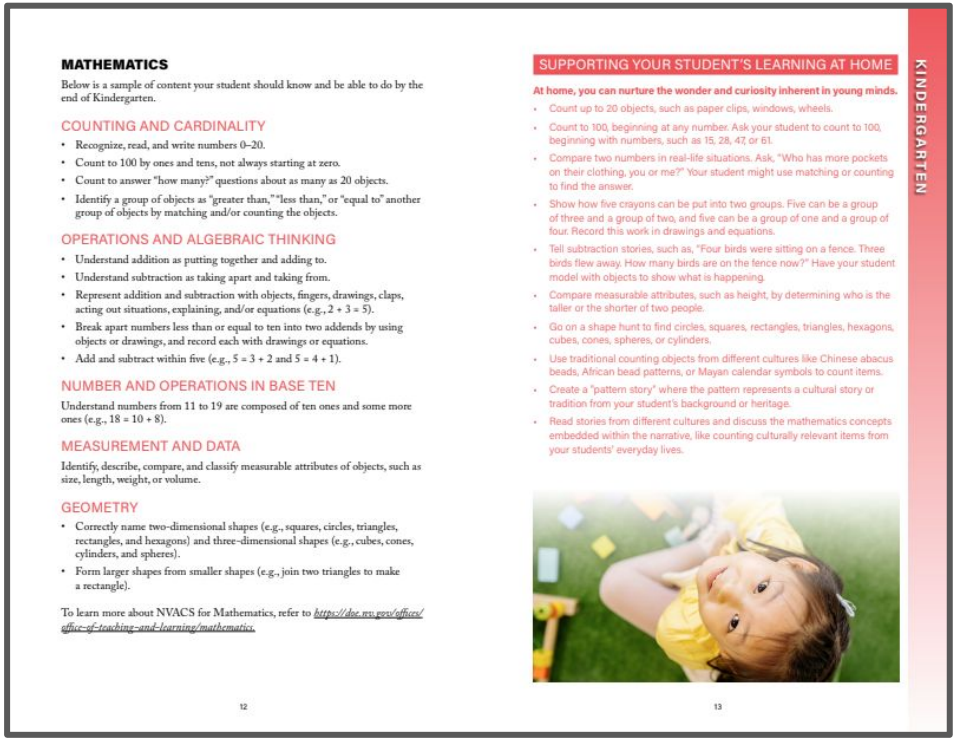




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Academic Success: Curriculum Overview





MATHEMATICS

Below is a sample of content your student should know and be able to do by the end of Kindergarten.

COUNTING AND CARDINALITY

- Recognize, read, and write numbers 0–20.
- Count to 100 by ones and tens, not always starting at zero.
- Count to answer "how many?" questions about as many as 20 objects.
- Identify a group of objects as "greater than," "less than," or "equal to" another group of objects by matching and/or counting the objects.

OPERATIONS AND ALGEBRAIC THINKING

- Understand addition as putting together and adding to.
- Understand subtraction as taking apart and taking from.
- Represent addition and subtraction with objects, fingers, drawings, claps, acting out situations, explaining, and/or equations (e.g., 2 + 3 = 5).
- Break apart numbers less than or equal to ten into two addends by using objects or drawings, and record each with drawings or equations.
- Add and subtract within five (e.g., 5 = 3 + 2 and 5 = 4 + 1).

NUMBER AND OPERATIONS IN BASE TEN

Understand numbers from 11 to 19 are composed of ten ones and some more ones (e.g., 18 = 10 + 8).

MEASUREMENT AND DATA

Identify, describe, compare, and classify measurable attributes of objects, such as size, length, weight, or volume.

GEOMETRY

- Correctly name two-dimensional shapes (e.g., squares, circles, triangles, rectangles, and hexagons) and three-dimensional shapes (e.g., cubes, cones, cylinders, and spheres).
- Form larger shapes from smaller shapes (e.g., join two triangles to make a rectangle).

To learn more about NVACS for Mathematics, refer to *https://doe.nv.gov/offices/office-of-teaching-and-learning/mathematics.*

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SUPPORTING YOUR STUDENT'S LEARNING AT HOME

At home, you can nurture the wonder and curiosity inherent in young minds.

- Count up to 20 objects, such as paper clips, windows, wheels.
- Count to 100, beginning at any number. Ask your student to count to 100, beginning with numbers, such as 15, 28, 47, or 61.
- Compare two numbers in real-life situations. Ask, "Who has more pockets on their clothing, you or me?" Your student might use matching or counting to find the answer.
- Show how five crayons can be put into two groups. Five can be a group of three and a group of two, and five can be a group of one and a group of four. Record this work in drawings and equations.
- Tell subtraction stories, such as, "Four birds were sitting on a fence. Three birds flew away. How many birds are on the fence now?" Have your student model with objects to show what is happening.
- Compare measurable attributes, such as height, by determining who is the taller or the shorter of two people.
- Go on a shape hunt to find circles, squares, rectangles, triangles, hexagons, cubes, cones, spheres, or cylinders.
- Use traditional counting objects from different cultures like Chinese abacus beads, African bead patterns, or Mayan calendar symbols to count items.
- Create a "pattern story" where the pattern represents a cultural story or tradition from your student's background or heritage.
- Read stories from different cultures and discuss the mathematics concepts embedded within the narrative, like counting culturally relevant items from your students' everyday lives.

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KINDERGARTEN

Thank you! Have a Fabulous Friday!

