

State Public Charter School Authority
Freedom Classical Academy Elementary School
2024-2025 School Performance Plan

Classification: 2 Star School

Distinction Designations:

Title I
ATSI



Mission Statement

Freedom Classical Academy's mission is to bring forth future leaders through a fusion of classical education and STEM instruction in an environment that promotes liberty and virtue.

Vision

Knowledge. Freedom. Leadership.

Value Statement

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 http://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/freedom_classical_academy_k-8/2023/nspf/elem

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Comprehensive Needs Assessment

Student Success

Student Success Summary

- Our proficiency is higher than local charter and district schools.
- 5th grade is highest in ELA
- 4th grade is highest in math
- 36.9% of students met AGP for math
- 33.6% of students met AGP for ELA
- Our Pooled proficiency increased from 35.7% to 36.4%
- Our math proficiency increased from 38.8% to 40.1%
- Our science proficiency increased from 16.6% to 30.8%
- Our EL proficiency increased from 33.3% to 43.2% and is now higher than the district proficiency
- SPED students increased their math proficiency from 10.1% to 12.1%
- SPED students increased their ELA proficiency from 13.3% to 15.1%
- SPED students had $\geq 95\%$ participated in SBAC in 2023

Student Success Strengths

- Our ELA MGP dropped from 46% to 43%
- Students who met the math AGP target dropped from 41.5% to 36.9%
- Students who met the ELA GAP target dropped from 48% to 33.6%
- Our prior non-proficient who met the math AGP Target dropped from 28.7% to 23.9%
- Our prior non-proficient who met the ELA AGP Target dropped from 38.7% to 20.9%
- Our Asian, Black/African American, Hispanic/Latino, and English Learners dropped in proficiency
- Our Read by Grade 3 proficiency dropped from 39.4% to 30.8%
- Our SPED students' median growth percentile (MGP) for math is 37%
- Our SPED student's median growth percentile (MGP) for ELA is 31.5% (dropped from 42.5% in 2022)
- 5.8% of our SPED students met their math adequate growth percentile (AGP) in 2023 (dropped from 16.6%)
- 16.6% of our SPED students met their ELA adequate growth percentile (AGP) in 2023 (dropped from 38.8%)

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 33.6% of our students met the AGP (adequate growth percentile) on the ELA SBAC 2022-2023 assessment. **Critical Root Cause:** We are not effectively using Tier II strategies during differentiation time to help all students show growth.

Problem Statement 2 (Prioritized): 37% of our students met the AGP (adequate growth percentile) on the math SBAC 2022-2023 assessment. **Critical Root Cause:** Our math

curriculum does not align well with state standards.

Problem Statement 3 (Prioritized): 5.8% of our SPED students met their adequate growth percentile on the math SBAC 2022-2023 assessment. **Critical Root Cause:** Lack of structure and consistency in SPED department.

Problem Statement 4 (Prioritized): 16.6% of our SPED students met their adequate growth percentile (AGP) on the ELA SBAC 2022-2023 assessment. **Critical Root Cause:** Lack of structure and consistency in SPED department.

Problem Statement 5: Almost 57% of our EL students are not making the necessary growth to be proficient on the WIDA test. **Critical Root Cause:** Teachers need more training in implementing Tier 1 and Tier 2 EL strategies in the classroom.

Problem Statement 6: 36% of our students are proficient in reading and math as measured by the SBAC test. **Critical Root Cause:** Our curriculum did not align well with state standards.

Connectedness

Connectedness Summary

- Families feel the school is safe and like the school climate.
- Teachers feel challenged, but supported at work.
- Students highly rate the school climate.
- Our students feel safe at school
- Our students trust the adults at the school.
- We have a diverse population and those from different backgrounds get along well.
- Students have good relationships with the teachers.
- We have low rates of bullying.
- Our tardy rate is currently 5%

Connectedness Strengths

- When asked what they hear the most at school, elementary students chose that they were asked to "be quiet."
- Parents and students do not feel engaged in classroom instruction.
- Students need help to know what to do when things are hard.
- Students struggle to persevere when things are hard.
- Students don't know the purpose of the schoolwork they are doing.
- 29 students have a tardy rate of 10% or higher.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Parents and students do not feel classroom instruction is engaging. **Critical Root Cause:** Half of our teachers are full-time substitutes and do not have the training needed to engage students.

Problem Statement 2 (Prioritized): 29 students have a tardy rate of 10% or higher. **Critical Root Cause:** Parents and students do not understand the importance of getting their students to school on time.

Problem Statement 3: 11.5% of Freedom Classical Academy's elementary students were chronically absent in the 2022-23 school year which affects their ability to show growth and gain grade level proficiency. **Critical Root Cause:** Student illness and family vacations

Priority Problem Statements

Problem Statement 1: 37% of our students met the AGP (adequate growth percentile) on the math SBAC 2022-2023 assessment.

Critical Root Cause 1: Our math curriculum does not align well with state standards.

Problem Statement 1 Areas: Student Success

Problem Statement 2: 33.6% of our students met the AGP (adequate growth percentile) on the ELA SBAC 2022-2023 assessment.

Critical Root Cause 2: We are not effectively using Tier II strategies during differentiation time to help all students show growth.

Problem Statement 2 Areas: Student Success

Problem Statement 5: Parents and students do not feel classroom instruction is engaging.

Critical Root Cause 5: Half of our teachers are full-time substitutes and do not have the training needed to engage students.

Problem Statement 5 Areas: Connectedness

Problem Statement 6: 5.8% of our SPED students met their adequate growth percentile on the math SBAC 2022-2023 assessment.

Critical Root Cause 6: Lack of structure and consistency in SPED department.

Problem Statement 6 Areas: Student Success

Problem Statement 7: 16.6% of our SPED students met their adequate growth percentile (AGP) on the ELA SBAC 2022-2023 assessment.

Critical Root Cause 7: Lack of structure and consistency in SPED department.

Problem Statement 7 Areas: Student Success

Problem Statement 8: 29 students have a tardy rate of 10% or higher.

Critical Root Cause 8: Parents and students do not understand the importance of getting their students to school on time.

Problem Statement 8 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report

Student Data: Assessments

- State and federally required assessment information
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback
- Teacher retention
- Teacher evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Master schedule
- Study of best practices





Goals

Goal 1: Student Success

Annual Performance Objective 1: 70% of Freedom Classical Academy's students will meet their projected growth in Math or Reading from the Fall 2024 to the Spring 2025 MAP test.

Evaluation Data Sources: MAP Data

| Improvement Strategy 1 Details | Status Checks | | |
|---|---------------|-----|-----|
| <p>Improvement Strategy 1: Freedom Classical Academy will offer Moby Max as a resource to help close learning gaps for our students.</p> <p>STIP Goal 3: All students experience continued academic growth.</p> <p>Koch, W., Pandey, S., & Selvakumar, V. (2010). (publication). MobyMax Language Curriculum: A Strong, Evidence-Based Intervention for Improving Student Outcomes. Retrieved from file:///Users/dstowell/Downloads/MPResearchLanguageStudyPaper.pdf.</p> <p>Formative Measures: We expect that using MobyMax with fidelity will help close learning gaps and allow for all students to show growth on benchmark and state testing.</p> <p>Position Responsible: Literacy Coach, Instructional Coach</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 2</p> | Status Check | | |
| | Feb | May | May |
| | | | |

| Improvement Strategy 2 Details | Status Checks | | |
|--|---------------|-----|-----|
| <p>Improvement Strategy 2: Freedom Classical Academy will provide students struggling with reading with interventions in word and pseudo-word reading, passage, reading, fluency, and reading comprehension.</p> <p>STIP Goal 3: All students experience continued academic growth.</p> <p>Gersten, R., Newman-Gonchar, R., Haymond, K., & Dimino, J. (2017). What is the evidence base to support reading interventions for improving student outcomes in grades 1-3. https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2017271.pdf</p> <p>Formative Measures: Students struggling with reading will get daily small group intervention for reading which will help close the gaps and help them improve their reading skills.</p> <p>Position Responsible: Literacy Coach, Instructional Aides</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> | Status Check | | |
| | Feb | May | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div> | | | |





Annual Performance Objective 1 Problem Statements:

| Student Success |
|---|
| <p>Problem Statement 1: 33.6% of our students met the AGP (adequate growth percentile) on the ELA SBAC 2022-2023 assessment. Critical Root Cause: We are not effectively using Tier II strategies during differentiation time to help all students show growth.</p> |
| <p>Problem Statement 2: 37% of our students met the AGP (adequate growth percentile) on the math SBAC 2022-2023 assessment. Critical Root Cause: Our math curriculum does not align well with state standards.</p> |

Goal 1: Student Success

Annual Performance Objective 2: 50% of Freedom Classical Academy's SPED students will achieve a minimum of 61 percentile for growth in Math or Reading from the Fall 2024 to the Spring 2025 MAP test.

Evaluation Data Sources: MAP Data

| Improvement Strategy 1 Details | Status Checks | | |
|---|---------------|-----|-----|
| <p>Improvement Strategy 1: Freedom Classical Academy's SPED department will use MobyMax for differentiating instruction and closing achievement gaps.</p> <p>SPP/APR 3 Assessment: Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards.</p> <p>STIP Goal 3: All students experience continued academic growth.</p> <p>Koch, W., Pandey, S., & Selvakumar, V. (2010). (publication). MobyMax Language Curriculum: A Strong, Evidence-Based Intervention for Improving Student Outcomes. Retrieved from file:///Users/dstowell/Downloads/MPResearchLanguageStudyPaper.pdf.</p> <p>Formative Measures: SPED students will close the achievement gap and meet growth expectations.</p> <p>Position Responsible: SPED Coordinator</p> <p>Student Groups This Strategy Targets: Students with Disabilities, Racial/Ethnic Groups</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 3, 4</p> | Status Check | | |
| | Feb | May | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div> | | | |





Annual Performance Objective 2 Problem Statements:

| Student Success |
|---|
| <p>Problem Statement 3: 5.8% of our SPED students met their adequate growth percentile on the math SBAC 2022-2023 assessment. Critical Root Cause: Lack of structure and consistency in SPED department.</p> <p>Problem Statement 4: 16.6% of our SPED students met their adequate growth percentile (AGP) on the ELA SBAC 2022-2023 assessment. Critical Root Cause: Lack of structure and consistency in SPED department.</p> |

Goal 2: Adult Learning Culture

Annual Performance Objective 1: In the 2024-2025 school year, Freedom Classical Academy will decrease the turnover of teachers during the school year from 22% to 5%.

Evaluation Data Sources: Staff Data

| Improvement Strategy 1 Details | Status Checks | | |
|--|---------------|-----|-----|
| <p>Improvement Strategy 1: Freedom Classical Academy will adopt a four-day school week.</p> <p>STIP Goal 2: All students have access to effective educators.</p> <p>Morton, E. (2023, April 14). What the research tells us about four-day school weeks. https://www.nwea.org/blog/2023/what-the-research-tells-us-about-four-day-school-weeks/</p> <p>Formative Measures: A four-day school week is expected to support teacher's mental and physical health by providing them extra time to plan, prepare, and take care of things in their personal lives. PD and extra PLC time will be given every month to provide extra support to the teachers.</p> <p>Position Responsible: Executive Director, Assistant Director</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1, 2 Resources and Funding Needed: Re-Sign bonus - Title II, Pt. A - \$50,000</p> | Status Check | | |
| | Feb | May | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Goal 3: Connectedness

Annual Performance Objective 1: Freedom Classical Academy will increase the number of teachers with effective student engagement from 50% to 80% as measured by parent and student surveys as well as informal and formal observations.

Evaluation Data Sources: Cognia student and family surveys
Freedom Classical Academy Observations

| Improvement Strategy 1 Details | Status Checks | | |
|---|---------------|-----|-----|
| <p>Improvement Strategy 1: Freedom Classical Academy's instructional coach will work with all developing teachers to meet instructional goals and improve classroom teaching.</p> <p>STIP Goal 2: All students have access to effective educators.</p> <p>Devine, M., Houssemand, C., & Meyers, R. (2013, October 21). Instructional coaching for teachers: A strategy to implement new practices in the classrooms. ScienceDirect.com. https://www.sciencedirect.com/science/article/pii/S1877042813034460</p> <p>Formative Measures: Teachers will receive the support they need to help improve their student engagement skills. By improving the teachers' engagement skills, the students will learn and grow more. Students and parents will report that students find classes more exciting, that students can relate to the lessons, and that students are assessed in a variety of ways.</p> <p>Position Responsible: Instructional Coach</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 2 - Adult Learning Culture 2 - Connectedness 1</p> <p>Resources and Funding Needed: Instructional Coach - Title I, Pt. A - \$68,426.87</p> | Status Check | | |
| | Feb | May | May |
| | | | |

| Improvement Strategy 2 Details | Status Checks | | |
|---|---------------|-----|-----|
| <p>Improvement Strategy 2: Freedom Classical Academy will provide research-based professional learning that emphasizes student engagement and connects students with the curriculum.</p> <p>STIP Goal 2: All students have access to effective educators.</p> <p>Darling-Hammond, L., Hyler, M. E., Gardner, M., & Espinoza, D. (2017). Effective teacher professional development. Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf</p> <p>Formative Measures: Students will be more actively involved in their learning and love school more.</p> <p>Position Responsible: Assistant Director</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 2 - Adult Learning Culture 1, 2 - Connectedness 1</p> <p>Resources and Funding Needed: TLAC Training - Title II, Pt. A - \$17,250</p> | Status Check | | |
| | Feb | May | May |
| | | | |






Annual Performance Objective 1 Problem Statements:

| Student Success |
|---|
| <p>Problem Statement 1: 33.6% of our students met the AGP (adequate growth percentile) on the ELA SBAC 2022-2023 assessment. Critical Root Cause: We are not effectively using Tier II strategies during differentiation time to help all students show growth.</p> |
| <p>Problem Statement 2: 37% of our students met the AGP (adequate growth percentile) on the math SBAC 2022-2023 assessment. Critical Root Cause: Our math curriculum does not align well with state standards.</p> |
| Connectedness |
| <p>Problem Statement 1: Parents and students do not feel classroom instruction is engaging. Critical Root Cause: Half of our teachers are full-time substitutes and do not have the training needed to engage students.</p> |

School Funding Summary

| IDEA-B | | | | | |
|------------------------------------|------------------------------|----------------------|---------------------|--------------|--------------|
| Goal | Annual Performance Objective | Improvement Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$121,122.80 |
| +/- Difference | | | | | \$121,122.80 |
| Title I, Pt. A | | | | | |
| Goal | Annual Performance Objective | Improvement Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 1 | Instructional Coach | | \$68,426.87 |
| Sub-Total | | | | | \$68,426.87 |
| Budgeted Fund Source Amount | | | | | \$165,610.97 |
| +/- Difference | | | | | \$97,184.10 |
| Title II, Pt. A | | | | | |
| Goal | Annual Performance Objective | Improvement Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 1 | Re-Sign bonus | | \$50,000.00 |
| 3 | 1 | 2 | TLAC Training | | \$17,250.00 |
| Sub-Total | | | | | \$67,250.00 |
| Budgeted Fund Source Amount | | | | | \$82,352.08 |
| +/- Difference | | | | | \$15,102.08 |
| Title IV, Pt. A | | | | | |
| Goal | Annual Performance Objective | Improvement Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$24,127.29 |
| +/- Difference | | | | | \$24,127.29 |
| Grand Total Budgeted | | | | | \$393,213.14 |
| Grand Total Spent | | | | | \$135,676.87 |
| +/- Difference | | | | | \$257,536.27 |