

State Public Charter School Authority
Freedom Class Academy Middle School
2025-2026 School Improvement Plan



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.

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

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- 41.8% of our students met the Math AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment. (Previous year: 38.6%)
- 21.4% of our SPED students met ELA AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment (Previous year: 17.6%)
- We continue to hold onto our 4 star status with the Nevada Report Card.
- Our score is at least double that of the other middle school's scores.

Student Success Areas for Growth

- 7.1% of our SPED students met Math AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment (Previous year: 14.7%)
- 8.3% of our EL students met Math AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment (Previous year: 6.0%)
- 5.1% of our EL students were proficient on the SBAC 2023-2024 Math assessment (Previous year: <5%)
- 18.9% of our students met the ELA AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment (Previous year: 18.1%)
- 18.9% of our EL students met ELA AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment. (Previous year: 18.1%)
- 12.8% of EL were proficient on the SBAC 2023-2024 ELA assessment (Previous year: 14.7%)
- 21.4% of EL met AGP on WIDA on the 2023-2024 assessment (Previous year, 50%).

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students are making growth, but not reaching proficiency, especially in math.	Better training for Tier I teaching strategies for our general education teachers.
Foster/Homeless		
Free and Reduced Lunch	Our economically disadvantaged students are dropping in their math proficiency rate.	Continue to work on teacher retention and professional development.
Migrant/Title1-C Eligible	NA	NA

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Our Hispanic students are dropping in proficiency and meeting their growth goals.	We have improved our program with our EL students which will affect many of our hispanic students as well.
Students with IEPs	Our SPED students are struggling with getting the foundational skills they need to be successful in prealgebra courses.	We changed staff and established pull out specialized classes to meet the needs of these students.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 41.8% of our students met the Math AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment.

Critical Root Cause: Our curriculum was not aligned with the Nevada State standards.

Problem Statement 2 (Prioritized): 18.9% of our students met the ELA AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment

Critical Root Cause: Lack of student engagement with the curriculum and interest in the literature.

Problem Statement 3 (Prioritized): 7.1% of our SPED students met Math AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment.

Critical Root Cause: Lack of student engagement and belief that SPED students can and should work hard to learn.

Problem Statement 4 (Prioritized): 21.4% of our SPED students met ELA AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment.

Critical Root Cause: Disconnect between SPED program and General education program.

Problem Statement 5: 8.3% of our EL students met Math AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment.

Critical Root Cause: EL coordinator met inconsistently with EL students and classroom teachers need to more consistently use Tier I strategies that are beneficial to EL students.

Problem Statement 6 (Prioritized): 18.9% of our EL students met the ELA AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment.

Critical Root Cause: EL coordinator met inconsistently with EL students and classroom teachers need to more consistently use Tier I strategies that are beneficial to EL students.

Adult Learning Culture

Adult Learning Culture Areas of Strength

- 60% of our teachers are working on a license in the area they are teaching.
- All of our teachers who aren't licensed are working on an education program to get licensed.

Adult Learning Culture Areas for Growth

- 40% of our middle school teachers are teaching on a substitute license.
- 54% of Freedom Classical Academy's teachers regularly give lessons that engage their students as measured by administrative observations.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English learners need to be engaged in lessons having many opportunities to read, write, speak and listen to the language.	Provide professional development for Tier I strategies that benefit English Learners.
Foster/Homeless	All students need to be engaged in lessons through a variety of means and would benefit in active learning through a variety of different strategies.	Provide professional development for a variety of effective strategies that engage students in the classroom.
Free and Reduced Lunch	Economically disadvantaged students need to be engaged in lessons through a variety of means and would benefit in active learning through a variety of different strategies.	Provide professional development for a variety of effective strategies that engage students in the classroom.
Migrant/Title1-C Eligible	NA	NA
Racial/Ethnic Minorities	Racial/Ethnic Minorities need to be engaged in lessons through a variety of means and would benefit in active learning through a variety of different strategies.	Provide professional development for a variety of effective strategies that engage students in the classroom.

Student Group	Challenge	Solution
Students with IEPs	Students with IEPs need to be engaged in lessons through a variety of means and would benefit in active learning through a variety of different strategies.	Provide professional development for a variety of effective strategies that engage students in the classroom.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Only 54% of Freedom Classical Academy's teachers regularly give lessons that engage their students.
Critical Root Cause: Many of our teachers are new to the profession and had a belief that a quiet class was a learning class. They did not have the tools necessary for good student engagement.

Connectedness

Connectedness Areas of Strength

- Our chronic absenteeism rate continues to drop and is now at 11%

Connectedness Areas for Growth

- Parents are giving a high amount of negative feedback showing they are not understanding our school policies and procedures.
- 5% of our middle school students are chronically tardy which is more than 15% of the school year.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	37% of English Learners are chronically tardy to school.	• Teach the consequences of tardiness and how it affects the student. • Focus on employability skills which include punctuality
Foster/Homeless	Data not Available	
Free and Reduced Lunch	Data Not Available	
Migrant/Title1-C Eligible	NA	
Racial/Ethnic Minorities	56% of Black/African American students are chronically tardy to school.	• Teach the consequences of tardiness and how it affects the student. • Focus on employability skills which include punctuality
Students with IEPs	44% of students with IEPs are chronically tardy to school.	• Teach the consequences of tardiness and how it affects the student. • Focus on employability skills which include punctuality

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Parents are giving a high amount of negative feedback showing they are not understanding our school policies and procedures.

Critical Root Cause: Teachers and parents are not unified in their understanding of the school policies and expectations.

Problem Statement 2: Our tardy rate is concerning. We have multiple students who come to school late every day.

Critical Root Cause: Teachers and parents are not unified in their understanding of the school policies and expectations.

Priority Problem Statements

Problem Statement 1: Parents are giving a high amount of negative feedback showing they are not understanding our school policies and procedures.

Critical Root Cause 1: Teachers and parents are not unified in their understanding of the school policies and expectations.

Problem Statement 1 Areas: Connectedness

Problem Statement 2: Only 54% of Freedom Classical Academy's teachers regularly give lessons that engage their students.

Critical Root Cause 2: Many of our teachers are new to the profession and had a belief that a quiet class was a learning class. They did not have the tools necessary for good student engagement.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: 41.8% of our students met the Math AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment.

Critical Root Cause 3: Our curriculum was not aligned with the Nevada State standards.

Problem Statement 3 Areas: Student Success

Problem Statement 4: 18.9% of our students met the ELA AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment

Critical Root Cause 4: Lack of student engagement with the curriculum and interest in the literature.

Problem Statement 4 Areas: Student Success

Problem Statement 5: 7.1% of our SPED students met Math AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment.

Critical Root Cause 5: Lack of student engagement and belief that SPED students can and should work hard to learn.

Problem Statement 5 Areas: Student Success

Problem Statement 6: 21.4% of our SPED students met ELA AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment.

Critical Root Cause 6: Disconnect between SPED program and General education program.

Problem Statement 6 Areas: Student Success

Problem Statement 7: 18.9% of our EL students met the ELA AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment.

Critical Root Cause 7: EL coordinator met inconsistently with EL students and classroom teachers need to more consistently use Tier I strategies that are beneficial to EL students.

Problem Statement 7 Areas: Student Success

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: 60% of Freedom Classical Academy's students will meet their projected growth in Math and Reading from the Fall 2025 to the Spring 2026 MAP test.

Aligns with District Goal

Formative Measures: NWEA MAP Growth Assessments - Benchmark given 3 times a year

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Improvement Strategy 1EditRemove Freedom Classical Academy will offer Moby Max as a resource to help close learning gaps for our students. STIP Goal 3: All students experience continued academic growth. Koch, W., Pandey, S., & Selvakumar, V. (2010). (publication). MobyMax Language Curriculum: A Strong, Evidence-Based Intervention for Improving Student Outcomes. Retrieved from https://data.mobymax.com/mc/documents/MPResearchLanguageStudyPaper.pdf . Action Steps: 1. Renew Moby Max subscription 2. Train teachers on effective use of Moby Max for differentiation 3. Analyze data to determine effectiveness Position Responsible: Instructional Coach Resources Needed: Moby Max Chromebooks Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 1: Strong: https://data.mobymax.com/mc/documents/MPResearchLanguageStudyPaper.pdf Problem Statements/Critical Root Cause: Student Success 1, 2	Status Check		
	Oct	Jan	May
	In progress	No review	No review

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: 41.8% of our students met the Math AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment. Critical Root Cause: Our curriculum was not aligned with the Nevada State standards.

Student Success
Problem Statement 2: 18.9% of our students met the ELA AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment Critical Root Cause: Lack of student engagement with the curriculum and interest in the literature.

Inquiry Area 1: Student Success

SMART Goal 2: Freedom Classical Academy's will increase from 42% to 50% or their SPED students achieving a minimum of 61 percentile for growth in Math or Reading from the Fall 2025 to the Spring 2026 MAP test.

Aligns with District Goal

Formative Measures: NWEA MAP Growth Assessments - Benchmark given 3 times a year

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Freedom Classical Academy's SPED department will use MobyMax for differentiating instruction and closing achievement gaps. SPP/APR 3 Assessment: Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards. STIP Goal 3: All students experience continued academic growth. Koch, W., Pandey, S., & Selvakumar, V. (2010). (publication). MobyMax Language Curriculum: A Strong, Evidence-Based Intervention for Improving Student Outcomes. Retrieved from https://data.mobymax.com/mc/documents/MPResearchLanguageStudyPaper.pdf Action Steps: 1. Renew Moby Max subscription 2. Train teachers on effective use of Moby Max for differentiation 3. Analyze data to determine effectiveness Position Responsible: SPED Coordinator Resources Needed: MobyMax Chromebooks SPED Coordinator SPED Case Manager Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 1: Strong: https://data.mobymax.com/mc/documents/MPResearchLanguageStudyPaper.pdf Problem Statements/Critical Root Cause: Student Success 3, 4 Resources and Funding Needed: SPED Case Manager - IDEA-B - \$38,863.94, SPED Case Manager - General Funds - \$31,692.96	Status Check		
	Oct	Jan	May
	In progress	No review	No review

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 3: 7.1% of our SPED students met Math AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment. Critical Root Cause: Lack of student engagement and belief that SPED students can and should work hard to learn. Problem Statement 4: 21.4% of our SPED students met ELA AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment. Critical Root Cause: Disconnect between SPED program and General education program.

Inquiry Area 1: Student Success

SMART Goal 3: 50% of Freedom Classical Academy's EL students will meet their projected growth in Reading from the Fall 2025 to the Spring 2026 MAP test.

- Aligns with District Goal**
- Formative Measures:** NWEA MAP Growth Assessments - Benchmark given 3 times a year

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Improvement Strategy 1EditRemove Ensure that teachers of English Learners receive specialized training and support in language education pedagogy, materials and resources. STIP Goal 2 https://portal.ct.gov/-/media/SDE/ESSA-Evidence-Guides/lavery_nutta_and_youngblood_analyzing_student_learning_gains_to_evaluate_differentiated_teacher_prep.pdf Action Steps: 1. Find effective professional development to offer general education teachers. 2. Schedule ongoing professional development throughout the year. 3. Give extra coaching and support to help teachers implement strategies they learned in the training Position Responsible: Assistant Director, EL Coordinator Resources Needed: EL Professional Development Resources Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Level 2: Moderate: https://portal.ct.gov/-/media/SDE/ESSA-Evidence-Guides/lavery_nutta_and_youngblood_analyzing_student_learning_gains_to_evaluate_differentiated_teacher_prep.pdf Problem Statements/Critical Root Cause: Student Success 6	Status Check		
	Oct	Jan	May
	In progress	No review	No review

SMART Goal 3 Problem Statements:

Student Success
Problem Statement 6: 18.9% of our EL students met the ELA AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment. Critical Root Cause: EL coordinator met inconsistently with EL students and classroom teachers need to more consistently use Tier I strategies that are beneficial to EL students.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Freedom Classical Academy will increase the number of teachers with effective student engagement from 50% to 80% as measured by administrator annual evaluations.

Aligns with District Goal

Formative Measures: Coaching Logs

Cognia Student Surveys

Administrator Evaluation

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Freedom Classical Academy's instructional coach will work with all developing teachers to meet instructional goals and improve classroom teaching. STIP Goal 2: All students have access to effective educators. 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 Action Steps: 1. Determine teachers who need coaching 2. Meet with teachers 3. Set goals 4. Arrange observations and model lessons 5. Follow up on goals Position Responsible: Instructional Coach Resources Needed: Instructional Coach Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 2: Moderate: https://www.sciencedirect.com/science/article/pii/S1877042813034460 Problem Statements/Critical Root Cause: Adult Learning Culture 1	Status Check		
	Oct	Jan	May
	Revisions needed	No review	No review

Improvement Strategy 2 Details	Status Checks		
Improvement Strategy 2: Freedom Classical Academy will provide research-based professional learning that emphasizes student engagement and connects students with the curriculum. STIP Goal 2: All students have access to effective educators. 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 Action Steps: 1. Determine needed professional development 2. Schedule professional development 3. Analyze effect of professional development Position Responsible: Assistant Director Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 2: Moderate: https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf Problem Statements/Critical Root Cause: Adult Learning Culture 1	Status Check		
	Oct	Jan	May
	In progress	No review	No review

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Only 54% of Freedom Classical Academy's teachers regularly give lessons that engage their students. Critical Root Cause: Many of our teachers are new to the profession and had a belief that a quiet class was a learning class. They did not have the tools necessary for good student engagement.

Inquiry Area 3: Connectedness

SMART Goal 1: Freedom Classical Academy will decrease the percentage of negative parent phone calls by 25% from Q1 to Q4 of the 2025-2026 school year.

Aligns with District Goal

Formative Measures: Our front office team will track and monitor the frequency of negative parent phone calls through a tally system to identify trends and assess any necessary actions.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Provide learning opportunities for families that enhance their capabilities, connections, confidence and cognition for partnerships. STIP Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated. https://sedl.org/pubs/framework/FE-Cap-Building.pdf Action Steps: 1. Determine a schedule of classes and learning opportunities for parents. 2. Find trainers and people to teach the classes. 3. Determine childcare needs 4. Invite the parents 5. Purchase refreshments 6. Ask parents to complete a survey for each training 7. Analyze feedback and determine next steps. Position Responsible: Executive Director Resources Needed: Love and Logic Parent Training Champions Babysitting Refreshments Schoolwide and Targeted Assistance Title I Elements: 4.1, 4.2 Evidence Level Level 4: Demonstrate Rationale: https://sedl.org/pubs/framework/FE-Cap-Building.pdf Problem Statements/Critical Root Cause: Connectedness 1	Status Check		
	Oct	Jan	May
	In progress	No review	No review

SMART Goal 1 Problem Statements:

Connectedness

Problem Statement 1: Parents are giving a high amount of negative feedback showing they are not understanding our school policies and procedures. **Critical Root Cause:** Teachers and parents are not unified in their understanding of the school policies and expectations.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

Freedom Classical Academy conducts a thorough comprehensive needs assessment each year through data analysis and stakeholder feedback. Stakeholders including in the needs analysis include school administration, instructional staff, parents, students, and board members. These stakeholders are included in a variety of methodologies including electronic surveys, in-person discussions, board meeting updates, Parent Advisory Committee meetings, and school improvement team meetings.

Our school improvement team last met on February 14, 2025. This team meets three times a year after we have analyzed MAP assessment data and other data so we can determine progress and guide discussion based on data.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The Site Based Committee, which includes staff, parents, and board members meets three times in the year to review the plans and provide feedback for making revisions. In addition, additional stakeholder feedback is gathered by sending out surveys to students and parents.

2.2: Regular monitoring and revision

We hold status checks three times a year, after each NWEA MAP test, to monitor each strategy and document our lessons learned and next steps in Plan4Learning.

2.3: Available to parents and community in an understandable format and language

Our plan is posted on our school website, <http://freedomclassical.org> and is available upon request.

2.4: Opportunities for all children to meet State standards

Title I funds our instructional coach and aides who work to make sure every student has access to a good teacher, has the resources they need, and extra help with their reading skills.

2.5: Increased learning time and well-rounded education

Our instructional coach helps each of our teachers to meet goals, improve their teaching, and give all students a well-rounded education. Our aides work with small groups and in the classrooms to help all students to be successful and to fill learning gaps.

2.6: Address needs of all students, particularly at-risk

Our instructional coach helps each of our teachers to meet goals, improve their teaching, and give all students a well-rounded education. This individual's efforts to improve instruction benefits all students at the school.

Our instructional aides work with small groups of students in both pull-out and push-in remediation groups. The students participating in these groups are identified using assessment and progress monitoring data with at-risk students being targeted for additional support.

3.1: Annually evaluate the schoolwide plan

The school wide plan is reviewed both privately by administration and publicly with the school improvement team. In both cases, progress towards goals is reviewed and discussed. Where progress falls short of goals, contributing factors and opportunities for improvement are discussed for both immediate implementation and future implementation.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

At the commencement of each school year Freedom Classical Academy holds a Parent Advisory Meeting in conjunction with the annual Title I meeting. During this meeting, the Parent Involvement and Family Engagement Policy and efforts are discussed. Suggestions for improvements or inclusions are solicited from parents in these meetings and viable suggestions integrated into the plan. In this case, school administration and parent advocates are directly involved in the process.

4.2: Offer flexible number of parent involvement meetings

Our school has a variety of events held throughout the year at different times and on various days. Additionally, our first PAC meeting and Annual Title I meeting were broadcast live on YouTube, recorded, and then shared to school stakeholder via social media.

5.1: Determine which students will be served by following local policy

All of our students will be served by following local policy.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erica Fletcher	Golden Sentinel's Aide	Golden Sentinels	0.3
Ezrie Mello	Instructional Aide	Interventionist	0.7
Jennifer Baldwin	Instructional Aide	Interventionist	0.7
Kate Christensen	Instructional Coach	Instructional Coach	0.5
Lexie Weatherman	Instructional Aide	Interventionist	0.7
Margarita Gutierrez	Instructional Aide	Interventionist	0.7
Monica Duncan	Instructional Aide	Interventionist	0.7
Nayomi Gibson	Instructional Aide	Interventionist	0.7
Shawn Keri	Instructional Aide	Interventionist	0.7
Stormie Alterman	Instructional Aide	Interventionist	0.7

Plan Notes

Resolved: Did not Complete ESSA Title I Tabs: Freedom Classical is a Title I school (receives Title I funding). You must complete the Schoolwide and Targeted Assistance Title I Elements Tab. If you paid for personnel using Title I funding, please list them in the Title I personnel tab.

~~Resolved: Fund Source Budget's Tab: Replace "amount" with "0" or a projected number~~

03/13/2025: Identify problem statements/critical root cause for special ed goal.

03/13/2025: 03/13/2025: Please add baseline data to your special ed goal to demonstrate measurability. Baseline data is crucial in SMART goals because it provides a starting point to measure progress and determine whether the goal is achievable and realistic. Without baseline data, it is difficult to track improvements or assess the impact of actions taken.

03/13/2025: Please provide clarification on where IDEA-B funds will be used if it is not tied to the special ed goal. Thank you.

Problem Statement	Causes	Solutions
Math		

Problem Statement	Causes	Solutions
Elementary: 28.7% of our students met the Math AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment. (Previous year: 37%, on MAP we are at 44% met projected in winter), Middle School: 41.8% of our students met the Math AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment. (Previous year: 38.6%, on MAP we are at 51% met projected in winter).	Elementary • Learning to implement new math program. • Reveal is retraining students (and teachers) how to explain answers in mathematics. • Math vocabulary is needed to to understand the language of math. • Need to understand the purpose and "why" of math. • Teaching purpose of the lesson to the parents. • Lack of trust for new program. Middle School • Homework is not being completed by students • Students new to school come in very low in math ability Both • Fact fluency is lacking.	• Math Committee for all grade levels to plan vertically • Implement Professional Learning Communities (PLC). • Teach parents the purpose of the new math • Fidelity to the program • Fact Fluency Challenges • Parent University • Create “structured conversations” between teachers and parents about student learning multiple times per year. • Provide professional learning that is intensive, ongoing and connected to practice. • Provide instructional coaching. Middle School • Implement curriculum that is focused and coherent and based on the learning progressions that are foundational to algebra.

Problem Statement	Causes	Solutions
Elementary: 29.4% of our SPED students met Math AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment (Previous year: 5.8%, on MAP we are at 39% met projected in winter) Middle School: 7.1% of our SPED students met Math AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment (Previous year: 14.7%, on MAP we are at 43% met projected in winter).	• Learning new math program and how to apply it to struggling students • Heavy emphasis on reading and writing in the new program • Parental believe that SPED students should have an easier program instead of working harder to learn • Change in SPED teachers for grades 3-5	• Determine a system for teaching math to elementary students instead of just focusing on a couple of goals during the year • Consistency
Elementary: 16.6% of our EL students met Math AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment (Previous year: 28.5%) Middle School: 8.3% of our EL students met Math AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment (Previous year: 6.0%)	• Focus with our EL coordinator has been reading, writing, speaking, and listening. • EL students are struggling with the language in the new math program. • Teachers are not implementing Tier I EL strategies in the classroom	• We need to implement EL strategies included in the math program into our classrooms • Provide professional development on how to expand the academic language of English Learners • Provide high-quality professional development on bilingual education, dual language programs and effective instructional strategies.

Problem Statement	Causes	Solutions
Elementary: 16.6% of our EL students were proficient on the SBAC 2023-2024 Math assessment (Previous year: 19.3%, on MAP we are at 19% proficient) Middle School: 5.1% of our EL students were proficient on the SBAC 2023-2024 Math assessment (Previous year: <5%, on MAP we are at 0% proficient)	• Focus with our EL coordinator has been reading, writing, speaking, and listening. • EL students are struggling with the language in the new math program. • Teachers are not implementing Tier I EL strategies in the classroom	• We need to implement EL strategies included in the math program into our classrooms • More professional development on strategies for teaching EL students in Tier I setting • Provide professional development on how to expand the academic language of English Learners • Provide high-quality professional development on bilingual education, dual language programs and effective instructional strategies.
ELA		

Problem Statement	Causes	Solutions
Elementary: 39.4% of our students met the ELA AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment (Previous year: 33.6%, on MAP we are at 48% met projected in winter) Middle School: 18.9% of our students met the ELA AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment (Previous year: 18.1%, on MAP we are at % met projected in winter)	• Access Literacy was more oral, bringing back Skills/ CKLA for K-2 and combining the skills will help. • Fluency in tricky words in younger grades needed improved • Parent support and involvement and library partnership added • Accountability for families is lacking • All classes aren't embracing the reading challenge • Lack of student interest in literature • Modeling of comprehension skills • 100% engagement • Disconnect with parents, what is being taught is not being reinforced at home.	• ELA Committee for all grade levels to plan vertically • Provide reading interventions (Tier 2). • Implement Professional Learning Communities (PLC). • Provide professional learning that is intensive, ongoing and connected to practice. • Provide instructional coaching. •

Problem Statement	Causes	Solutions
Elementary: 11.7% of our SPED students met ELA AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment (Previous year: 16.6%, on MAP we are at 29% met projected in winter) Middle School: 21.4% of our SPED students met ELA AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment (Previous year: 17.6%, on MAP we are at 42% met projected in winter)	Elementary School • Change in SPED teachers • Lack of consistency and a plan for helping students to grow their reading skills • Most of the SPED students are struggling to read Middle School • Change in SPED teachers • Disconnect between SPED teacher and general education teachers, so students were in class more Both • Parents believe that SPED should just be easier school for their children.	• Hire SPED teachers who support the program and have a belief that students can learn what other students learn with extra support and hard work • Instructional coach to support classroom management, teaching strategies, etc... • Literacy coach to support teaching literacy skills.

Problem Statement	Causes	Solutions
Elementary: 22.2% of our EL students met ELA AGP(adequate growth percentile) Target on the SBAC 2023-2024 assessment. (Previous Year the 7.1%, on MAP we are at 49% met projected in winter) Middle School: 18.9% of our EL students met ELA AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment. (Previous year:18.1%, on MAP we are at 49% met projected in winter)	• EL groups were inconsistently held due to health issues of EL coordinator • Needed EL program that supported reading, writing, speaking, and listening skills • EL students need better support in Tier I setting.	• <u>Provide focused, intensive small-group interventions for English learners determined to be at risk for reading problems.</u> • <u>Prioritize academic vocabulary instruction.</u> • <u>Ensure that the development of academic English is a key instructional goal for English Learners.</u> • <u>Provide professional development on how to expand the academic language of English Learners</u> • <u>Provide high-quality professional development on bilingual education, dual language programs and effective instructional strategies.</u>

Problem Statement	Causes	Solutions
Elementary: 10% of EL were proficient on the SBAC 2023-2024 ELA assessment (Previous year: 9.6%, on MAP we are at 15% proficient). Middle School: 12.8% of EL were proficient on the SBAC 2023-2024 ELA assessment (Previous year: 14.7%, on MAP we are at 8.8% proficient).	• EL groups were inconsistently held due to health issues of EL coordinator • Needed EL program that supported reading, writing, speaking, and listening skills • EL students need better support in Tier I setting.	• Provide focused, intensive small-group interventions for English learners determined to be at risk for reading problems. • Prioritize academic vocabulary instruction. • Ensure that the development of academic English is a key instructional goal for English Learners. • Provide professional development on how to expand the academic language of English Learners • Provide high-quality professional development on bilingual education, dual language programs and effective instructional strategies.

Problem Statement	Causes	Solutions
Elementary: 33.9% of EL met AGP on WIDA on the 2023-2024 assessment (Previous year, 43.2%). Middle School: 21.4% of EL met AGP on WIDA on the 2023-2024 assessment (Previous year, 50%).	• EL groups were inconsistently held due to health issues of EL coordinator • Needed EL program that supported reading, writing, speaking, and listening skills • EL students need better support in Tier I setting.	• Provide focused, intensive small-group interventions for English learners determined to be at risk for reading problems. • Prioritize academic vocabulary instruction. • Ensure that the development of academic English is a key instructional goal for English Learners. • Provide professional development on how to expand the academic language of English Learners • Provide high-quality professional development on bilingual education, dual language programs and effective instructional strategies.
Adult Learning Culture		

Problem Statement	Causes	Solutions
Elementary: 41% of our elementary teachers are teaching on a substitute license. Middle School: 40% of our middle school teachers are teaching on a substitute license.	• Lack of qualified, licensed applicants to fill open positions • Some substitutes are better than the licensed teachers • These teachers aren't fully trained for the classroom experience	• Regular check-ins with teachers to determine progress in educational program aimed at obtaining a license • Professional development focused on the basic expectations of a classroom teacher • Literacy coach to support all teaching of reading and writing • Instructional coach to support classroom management, math, and general teaching strategies
Elementary: 54% of Freedom Classical Academy's teachers regularly give lessons that engage their students as measured by administrative observations. Middle School: 42% of Freedom Classical Academy's teachers regularly give lessons that engage their students as measured by administrative observations.	• Misunderstanding of what good teaching looks like • Belief that a quiet classroom is a learning classroom. • Belief that if the teacher says it, the student should learn it • Lack of strategies and tools for student engagement	• Provide engaging learning experiences. • Professional development focused on effective teaching strategies • Literacy coach to support all teaching of reading and writing • Instructional coach to support classroom management, math, and general teaching strategies
Connectedness		

Problem Statement	Causes	Solutions
Parents are giving a high amount of negative feedback showing they are not understanding our school policies and procedures.	• Parent University not well attended • Teachers not on the same page with the school policies and student handbook • Disconnect with parents, what is being taught is not being reinforced at home. • Some teachers give a lot of support and contact while others give minimal support and contact.	• Setting clear boundaries • Set office hours as a school • Provide learning opportunities for families that enhance their capabilities, connections, confidence and cognition for partnerships (Parent University) • Better communication of Parent University and offered variety of days and times • Conduct frequent, in-person communication with families linked to teaching and learning goals • Create “structured conversations” between teachers and parents about student learning multiple times per year. • Provide information and training for families to support high expectations for their children’s education. • Provide parents with weekly text messages about their child’s progress. • Provide professional learning that is linked to student learning, relational, developmental, collective/collaborative and interactive.

Our tardy rate is concerning. We have multiple students who come to school late every day. Elementary: 6% of our elementary school students are chronically tardy which is more than 15% of the school year. Middle School: 5% of our middle school students are chronically tardy which is more than 15% of the school year. 37% Hispanic 56% Black/African American 14% Asian 3% White 44% IEP 37% LEP	• Students don't get out of bed early enough for school • Parents don't get out of bed early enough to get their kids to school • Students are left to get themselves and/or younger siblings ready for school • Parents have work hours that don't match school hours • Some students don't want to come to school • Students don't have a good bedtime or morning routine established	• Implement engaging activities at the start of class to encourage students to arrive on time. • Create initiatives that celebrate punctuality and positive attendance. • Teach the consequences of tardiness and how it affects the student. • Focus on employability skills which include punctuality • Provide breakfast to encourage more students to be on time • Maximize student attendance and participation.
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Community Outreach Activities

Activity	Date	Lesson Learned
Meet the Teacher	August 7, 2025	
PAC Meeting	August 21, 2025	
Book Fair	August 25-28, 2025	
Literature Night	August 28, 2025	
Parent Teacher Conferences	September 17-18, 2025	
High School Information Night	September 25, 2025	
Trunk or Treat	October 18, 2025	
Fall Carnival	October 24, 2025	
Veteran's Day Breakfast	November 6, 2025	
Holiday Movie Night	December 4, 2025	
Semester 1 Awards	January 8, 2026	
PAC Meeting	January 22, 2026	
Winter Formal	January 29, 2026	
Daddy-Daughter Dance	February 12, 2026	
Book Fair	February 23-26, 2026	
Parent Teacher Conferences	February 25-26, 2026	
Fun Run	March 12, 2026	
Neon Dance	April 2, 2026	
Night at the Museum	April 23, 2026	
Middle School Spring Concert	April 30, 2026	
Mother-Son Dance	May 14, 2026	
8th Grade Promotion	May 19, 2026	
Semester Awards	May 20, 2026	

School Funding Summary

General Funds					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	2	1	SPED Case Manager		\$31,692.96
Sub-Total					\$31,692.96
Budgeted Fund Source Amount					\$10,763,010.00
+/- Difference					\$10,731,317.04
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	SPED Case Manager		\$38,863.94
Sub-Total					\$38,863.94
Budgeted Fund Source Amount					\$115,419.94
+/- Difference					\$76,556.00
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

Special Education EXN					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$20,000.00
+/- Difference					\$20,000.00
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
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$90,880.00
+/- Difference					\$90,880.00
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
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$21,171.92
+/- Difference					\$21,171.92
Title III - ELL					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

Title III - ELL					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$22,903.98
+/- Difference					\$22,903.98
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
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
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

Project Aware					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
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

ARP ESSER CTE					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
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
					\$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

Other (Specify source name within the strategy)					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$456,636.00
+/- Difference					\$456,636.00
Grand Total Budgeted					\$11,490,021.84
Grand Total Spent					\$70,556.90
+/- Difference					\$11,419,464.94