

NSPCSA

Freedom Classical Academy

School Performance Plan: A Roadmap to Success

Freedom Classical Academy has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Jeremy Christensen

School Website: <http://freedomclassical.org/>

Phone: 702-533-1896

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on [Click here to enter a date.](#)

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Jeremy Christensen, DeEllen Stowell	Principal(s) <i>(required)</i>
Shelley Kloos, Brandie Rupert, April Anderson	Other School Administrator(s) <i>(required)</i>
Penny Cross, Dove Hallstrom, Todd Robinson, Kate Christensen, Lauren Hirsch, Liann Tackett, Wendy Gebheim	Teacher(s) <i>(required)</i>
Sarah Stowell, Brittany Cerrone	Paraprofessional(s) <i>(required)</i>
Julee Rodriguez	Parent(s) <i>(required)</i>
Juliette Ochoa, Lailah Subtil, Emily Rodriguez, I'Mecca Trent-Williams, Emily Ramos	Student(s) <i>(required for secondary schools)</i>
NA	Tribes/Tribal Orgs <i>(if present in community)</i>
Melissa Hardman	Specialized Instructional Support Personnel <i>(if appropriate)</i>
Lance Bohne	School Board Member

School Demographics and Performance Information

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-8/2022.



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Our proficiency is higher than local charter and district schools. Our middle school is 49.3% proficient in ELA. 	<ul style="list-style-type: none"> Our middle school is 30.4% proficient in math Only 27% of our EL students met proficiency on WIDA. Our middle school is 29.1% proficient in science. Only 6.8% of our SPED students met AGP in math and 17.2% met AGP in ELA. Only 14.2% of our EL students met AGP in math and 36.5% met AGP in ELA.
<p>Problem Statement: Not enough of our students are making the necessary growth to show proficiency on the SBAC in math and ELA, particularly our ELL and SPED students.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Our ELL coordinator was new to the school and learning the ins and outs of the program. Our SPED coordinator also was new to the school and inexperienced. Many of our SPED students are exhibiting poor behavior in the classroom and refusing to work. Our students need a better understanding of what is expected from them on the WIDA test. Our SPED students need to gain a growth mindset and believe they can learn if they work hard. We had many teachers who are not fully licensed and many who were struggling with classroom management. 	

Student Success	
<p>School Goal: Freedom Classical Academy's ELL students who will show English Language proficiency on the WIDA test will increase from 27% to 37%.</p>	<p>Aligned to Nevada's STIP Goal:</p>



Formative Measures:

- WIDA

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5

Improvement Strategy: *Freedom Classical Academy will offer after-school tutoring to the ELL students where they will use BrainPop ELL to improve their proficiency on WIDA.*

Evidence Level: ESSA Tier 2 Moderate

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Purchase BrainPop ELL*
- *Identify student groups for after-school tutoring*
- *Identify teachers to teach the after-school tutoring*
- *Notify parents of the after-school tutoring*
- *Begin the after-school tutoring*
- *Collect and review data from BrainPop ELL monthly*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *BrainPop ELL*
- *Chromebooks*
- *Teachers to tutor*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Students who won't stay after school for tutoring.*
- *Potential Solution: Contacting parents and sharing the benefits of the after-school tutoring for their child.*

Lead: *Who is responsible for implementing this strategy?
Assistant director, ELL coordinator, and teachers*



Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Freedom Classical Academy has dedicated significant funds from the ARP ESSER grant to provide extra-duty pay to teachers providing additional tutoring opportunities.*

Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- *Challenge: Possibly cannot attend the after-school tutoring or parents do not understand the purpose of the tutoring.*
- *Support: Have Michelle or Verenice talk to the parents and explain the benefits of the extra tutoring.*

Foster/Homeless:

- *Challenge: May not be able to stay after school late due to other commitments or lack of transportation.*
- *Support: Offer different days to help accommodate different schedules.*

Free and Reduced Lunch:

- *Challenge: Students may have younger siblings they need to care for after school, so they cannot stay.*
- *Support: Allow younger siblings to participate at their level.*

Racial/Ethnic Groups:

- *Challenge: Possibly cannot attend the after-school tutoring or parents do not understand the purpose of the tutoring.*
- *Support: Have Michelle or Verenice talk to the parents and explain the benefits of the extra tutoring.*

Students with IEPs:

- *Challenge: May not be able to stay after school late due to other commitments or lack of transportation.*
- *Support: Offer different days to help accommodate different schedules.*

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> 50% of the teachers are licensed as K-8 or in the area they are teaching, 1 is also licensed in ELL. 4 of the teachers are currently working towards their teaching degrees and will finish by the end of this school year. Teachers are motivated and desirous to help their students to succeed. 	<ul style="list-style-type: none"> 11 teachers who are working on a substitute license 25% of the teachers need extra support in classroom management and/or implementing the curriculum All teachers need continued support in identifying and teaching struggling (RTI) students is needed.
<p>Problem Statement: Many of the middle school teachers at Freedom Classical Academy are novice teachers who need extra support and training in teaching their struggling students and their EL students.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> There is a critical shortage of licensed teachers available to hire. Teachers need more experience and training. RTI was not implemented successfully in previous years. More students are struggling due to Covid years. Teachers are overwhelmed with the amount of work required to help these students. 	

Adult Learning Culture	
<p>School Goal: For the 2023-2024 school year, Freedom Classical Academy will increase its number of fully licensed teachers in K-5 from 50% to 70%.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> Anecdotal Evidence 	<p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input checked="" type="checkbox"/> STIP Goal 2</p> <p><input type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5</p>



<p>Improvement Strategy: <i>Freedom Classical Academy will continue to give professional development opportunities to the teachers, but also encourage the teachers to continue working towards obtaining their degrees so they can become fully licensed.</i></p> <p>Evidence Level: Tier III – <u>Promising Evidence Promising Leadership Practices for Rapid School Improvement that Lasts</u> Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd</p> <p>Action Steps: <i>What steps do you need to take to implement this improvement strategy?</i></p> <ul style="list-style-type: none">● <i>Determine where each teacher is in the process of obtaining their full license.</i>● <i>Give all needed support for teachers to complete their required observations, student teaching, etc... so they can finish their programs.</i>● <i>Help teachers working through their programs to find mentor teachers.</i>● <i>Celebrate all who finish their degrees.</i> <p>Resources Needed: <i>What resources do you need to implement this improvement strategy?</i></p> <ul style="list-style-type: none">● <i>Information from different programs to determine the needs of each teacher.</i>● <i>Mentor teachers</i> <p>Challenges to Tackle: <i>What implementation challenges do you anticipate? What are the potential solutions?</i></p> <ul style="list-style-type: none">● <i>Implementation Challenge: Some teachers are struggling financially which makes it difficult for them to complete their programs.</i>● <i>Potential Solution: Offer ways for teachers to earn extra money (extra tutoring opportunities) to help with the financial difficulties.</i> <p>Funding: <i>What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?</i></p> <ul style="list-style-type: none">● <i>Freedom Classical Academy has dedicated significant funds from the ARP ESSER grant to provide extra-duty pay to teachers providing additional tutoring opportunities.</i>	<p>Lead: <i>Who is responsible for implementing this strategy?</i> <i>Assistant Director, mentor teachers</i></p>



Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *Teachers who haven't completed their education programs may not know the best strategies to help these students.*
- Support: *Provide professional development for teachers to learn different strategies to help teachers learn strategies to work with the English Learners.*

Foster/Homeless:

- Challenge: *Teachers who haven't completed their education programs may not know the best strategies to help these students.*
- Support: *Provide professional development for teachers to learn different strategies to help teachers learn strategies to work with these children.*

Free and Reduced Lunch:

- Challenge: *Teachers who haven't completed their education programs may not know the best strategies to help these students.*
- Support: *Provide professional development for teachers to learn different strategies to help teachers learn strategies to work with these children.*

Racial/Ethnic Groups:

- Challenge: *Teachers who haven't completed their education programs may not know the best strategies to help these students.*
- Support: *Provide professional development for teachers to learn different strategies to help teachers learn strategies to work with these children.*

Students with IEPs:

- Challenge: *Teachers who haven't completed their education programs may not know the best strategies to help these students.*
- Support: *Provide professional development for teachers to learn different strategies to help teachers learn strategies to work with these children.*

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Students feel safe at school</i> ● <i>Students trust adults at the school</i> ● <i>Diverse population and those from different backgrounds</i> 	<ul style="list-style-type: none"> ● <i>Helping students to know what to do when things are hard</i> ● <i>Helping students to persevere</i> ● <i>Helping students to know the purpose of the schoolwork they</i>



<p><i>get along well</i></p> <ul style="list-style-type: none"> • <i>Good relationships with the teachers</i> • <i>Low rates of bullying</i> • <i>Chronic absenteeism rate of <5% in the 2021-2022 school year.</i> 	<p><i>are doing</i></p>
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Problem Statement: Freedom Classical Academy’s middle schoolers struggle when things are difficult.

Critical Root Causes of the Problem:

- *Students possibly have a fixed mindset that makes it difficult to put in the hard work when they encounter something that does not come easily.*
- *High expectations for students who are not used to high expectations in other areas of their life.*
- *A society that makes many things easy to obtain without very much work.*

Connectedness

<p>School Goal: <i>On the 2023-2024 Nevada School Climate/Social Emotional Learning Survey, the number of students who report that it is easy/very easy getting through something when they are frustrated and finishing tasks that are difficult will increase by 10%.</i></p> <p>Formative Measures:</p> <ul style="list-style-type: none"> • <i>Nevada School Climate/Social Emotional Learning Survey</i> 	<p>Aligned to Nevada’s STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5 <input checked="" type="checkbox"/> STIP Goal 5</p>
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Improvement Strategy: *Freedom Classical Academy will promote a growth mindset, stretch students' interests, connect learning to student aspirations, and differentiate instruction to enhance students' engagement and persistence with learning.*

Evidence Level: TIER I, Strong Evidence. See <https://files.eric.ed.gov/fulltext/ED558070.pdf>.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Provide Growth Mindset Professional Development for teachers.*
- *Promote growth mindset with posters throughout the school.*
- *Include growth mindset lessons with the leadership program.*
- *Connect growth mindset to helping students to learn how to handle things that are difficult and to persevere until they understand lessons.*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Growth Mindset speaker*
- *Growth mindset posters*
- *Growth mindset books*
- *Growth mindset lessons*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Some teachers do not have a growth mindset, so they will have to work on their mindset as well.*
- *Potential Solution: Regularly remind the teachers that a growth mindset is something everyone needs, not just the students.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Freedom Classical Academy used Title II funds to help pay for a full day of growth mindset training for all staff. Additional items such as posters to put around the school have been purchased with school general funds.*

Lead: *Who is responsible for implementing this strategy?
Director, Assistant Director,
Dean, Teachers*

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome*



these challenges?

English Learners

- Challenge: *English learners may struggle with the new vocabulary that is a part of growth mindset.*
- Support: *Share stories of others with similar backgrounds who had a growth mindset and found success and help students to relate growth mindset to their own situations. Encourage the use of the new vocabulary every day in class.*

Foster/Homeless:

- Challenge: *Foster children or children who are homeless may not understand the point of having a growth mindset.*
- Support: *Share stories of others with similar backgrounds who had a growth mindset and found success and help students to relate growth mindset to their own situations. Encourage the use of the new vocabulary every day in class.*

Free and Reduced Lunch:

- Challenge: *Students may not be able to relate to some of the stories shared.*
- Support: *Share stories of others who did not have a lot of money growing up who had a growth mindset and found success and help students to relate growth mindset to their own situations. Encourage the use of the new vocabulary every day in class.*

Racial/Ethnic Groups:

- Challenge: *Students may not be able to relate to some of the stories shared.*
- Support: *Share stories of others with similar backgrounds who had a growth mindset and found success and help students to relate growth mindset to their own situations. Encourage the use of the new vocabulary every day in class.*

Students with IEPs:

- Challenge: *Students with IEPs often experience learned helplessness.*
- Support: *Share stories of others with learning difficulties who had a growth mindset and found success and help students to relate growth mindset to their own situations. Encourage the use of the new vocabulary every day in class.*

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Parent Advisory Committee (PAC) Meeting	July 13th	<ul style="list-style-type: none"> ● School is looking to include parent volunteers. Some interest. Lots of discussion about activities. Desire for Hispanic culture to be included. Add culture night to calendar



Uniform Exchange Night	July 18th	<ul style="list-style-type: none">Uniforms can impose a financial burden on parents. Providing a forum where parents/guardians can exchange uniforms freely and where the school can give away donated uniforms helps alleviate these barriers and ensure each student is successful at school.
Campus Club Uniform Event	July 22nd	<ul style="list-style-type: none">Not well attended. Was it not advertised enough? Too close to the uniform exchange?
Fall Sports Information Night	August 2nd	<ul style="list-style-type: none">Many students want to be involved. We need more coaches. Is there a way for spring soccer?
Meet the Teacher Night	August 5th	<ul style="list-style-type: none">Included Campus Club for uniform purchasing. Computers set up for FRL signup
Literacy Game Night	August 26th	<ul style="list-style-type: none">Great turnout. Families enjoyed games. Book exchange was a huge win!
Middle School - High School Information Night	September 7th	<ul style="list-style-type: none">Great turnout. Some wished for it to be broadcast to Facebook Live. Handouts were great and could be given to those who were unable to attend.
Parent/Teacher Conferences	September 22-23	<ul style="list-style-type: none">Add lessons learned after each outreach event.
PAC Meeting	September 29th	<ul style="list-style-type: none">Calendar and activity updates. Parents willing to volunteer and help with activities. Some parents are very grateful for all the school does to help students learn and grow.
PAC Meeting for Parents of Black/African American students	September 29th	<ul style="list-style-type: none">Black/African American parents DO NOT want to be separated from the community for any reason. They did not understand the desire to learn from their community and how to close the Achievement Gap that we have noticed in the data. Once they said their peace and their concerns were heard, a good conversation was had about what can be done to help their children to be more successful at school. Community is very important to the culture.
Middle School Dance	October 27th	<ul style="list-style-type: none">An annual Halloween Dance was provided for middle school students. This event provides a time to create school culture and



		community. It also provides positive incentive as students struggling behaviorally have to model improvement in order to attend the event.
Trunk or Treat	October 28th	<ul style="list-style-type: none">● 15 cars were decorated and handing out candy. Hundreds of children came with their families to receive candy. Families walked in a line around to the different cars.● Expecting more participation next year.
Fall Carnival	November 4th	<ul style="list-style-type: none">● Teachers paired up and had booths. They were able to choose what their booth was. Originally it was supposed to be outside, however it was cold, so it was moved inside, except for the dunk booth. Overall, it was great attendance. Perhaps an extra half hour would've been good. It was cold out for the dunk booth. The hairspray booth has to be outside next year. Too many fumes. Tickets will be counted and teachers will be able to purchase items for their classrooms and be reimbursed with that money.● Normally we have many donated items for a silent auction. This year there were only a few donations. These will be used for something else.● Next year, consider having an art/baking/craft contest with awards.● Perhaps a pie eating contest would be fun.
Veterans Breakfast	November 10th	<ul style="list-style-type: none">● Veteran family members were invited to join their children/grandchildren for a pancake breakfast. Well attended. 3rd grade sang to them. Remember to let the 3rd grade teachers know well in advance to plan for their students to do this. They were told the day before.