

**State Public Charter School Authority**  
**Freedom Classical Academy Elementary School**  
**2023-2024 School Improvement 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](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 Areas of Strength

- 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

### Student Success Areas of Growth

- 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%

### Problem Statements Identifying Student Success Needs

**Problem Statement 1:** 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 2:** 36% of our students are proficient in reading and math as measured by the SBAC test. **Critical Root Cause:** Our curriculum does not align well with state standards.

**Problem Statement 3 (Prioritized):** 37% of our students met the AGP (adequate growth percentile) on the math SBAC 2022-2023 assessment. **Critical Root Cause:** We are not effectively using data to differentiate instruction so all students show growth.

**Problem Statement 4 (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.

# Adult Learning Culture

## Adult Learning Culture Areas of Strength

- 65.2% of teachers rated as accomplished or exemplary teachers as rated by our evaluation system
- 45% of our teachers are working on a license in the area they are teaching.
- All teachers who aren't licensed are working on an education program to get licensed.

## Adult Learning Culture Areas of Growth

- 34.8% of our teachers are developing teachers
- 50% of our teachers are working with a substitute license
- 5% of our teachers are working with a license in a different area (SPED)

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** During the 2022-2023 school year, 34.8% of our elementary school teachers were rated as developing using our evaluation system due to a lack of training/education and support. **Critical Root Cause:** There is not enough time for administration to mentor and coach the teachers.

**Problem Statement 2:** 44% of our elementary teachers are full-time substitutes. **Critical Root Cause:** There is a teacher shortage in Nevada.

**Problem Statement 3:** 75% of elementary teachers are new to their positions this year. **Critical Root Cause:** Balancing grade levels and new hires.

# Connectedness

## Connectedness Areas of Strength

- Our chronic absenteeism dropped 23.6% from 35.1% to 11.5%
- 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

## Connectedness Areas of Growth

- Helping students to know what to do when things are hard
- Helping students to persevere
- Helping students to know the purpose of the schoolwork they are doing
- We have a chronic absenteeism rate of 11.5%

## Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** 11.5% of Freedom Classical Academy's elementary students were chronically absent in the 2021-22 school year which affects their ability to show growth and gain grade level proficiency. **Critical Root Cause:** Student illness and family vacations

**Problem Statement 2:** 73% of our 5th graders find it difficult to get through something when they feel frustrated. **Critical Root Cause:** Lack of growth mindset

**Problem Statement 3 (Prioritized):** 71% of our 5th graders find it difficult to finish difficult tasks. **Critical Root Cause:** Lack of grit and endurance

# 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:** We are not effectively using data to differentiate instruction so all students show growth.

**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 3:** During the 2022-2023 school year, 34.8% of our elementary school teachers were rated as developing using our evaluation system due to a lack of training/education and support.

**Critical Root Cause 3:** There is not enough time for administration to mentor and coach the teachers.

**Problem Statement 3 Areas:** Adult Learning Culture

**Problem Statement 4:** 11.5% of Freedom Classical Academy's elementary students were chronically absent in the 2021-22 school year which affects their ability to show growth and gain grade level proficiency.

**Critical Root Cause 4:** Student illness and family vacations

**Problem Statement 4 Areas:** Connectedness

**Problem Statement 5:** 71% of our 5th graders find it difficult to finish difficult tasks.

**Critical Root Cause 5:** Lack of grit and endurance

**Problem Statement 5 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 - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Formative and summative reviews

## Accountability Data

- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL

## Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Student surveys and/or other feedback
- School safety data

## Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Teacher retention
- Teacher evaluation

## Parent/Family/Community Data



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

### **Support Systems and Other Data**

- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices





# Inquiry Areas

## Inquiry Area 1: Student Success

**School Goal 1:** 80% of Freedom Classical Academy's students will show 18 points of growth in Math and Reading from the Fall 2023 to the Spring 2024 MAP test.

**Evaluation Data Sources:** MAP Data

Improvement Strategy 1 Details	Formative Reviews		
<p><b>Improvement Strategy 1:</b> Freedom Classical Academy will offer Moby Max as a resource to help close learning gaps for our students.</p> <p><b>Action Step's Expected Result/Impact:</b> 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><b>Position Responsible:</b> Literacy Coach, Instructional Coach</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP, Foster/Homeless, Racial/Ethnic Groups</p> <p>- <b>Evidence Level:</b> Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 3, 4</p> <p><b>Resources and Funding Needed:</b> MobyMax - Title II, Pt. A - \$3,995</p>	Formative		
	Feb	May	May
	N/A		
Improvement Strategy 2 Details	Formative Reviews		
<p><b>Improvement Strategy 2:</b> 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><b>Action Step's Expected Result/Impact:</b> 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><b>Position Responsible:</b> Literacy Coach</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP, Foster/Homeless, Racial/Ethnic Groups</p> <p>- <b>Evidence Level:</b> Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 4</p> <p><b>Resources and Funding Needed:</b> Instructional Aides - Title I, Pt. A - \$73,307.48</p>	Formative		
	Feb	May	May
			N/A

Improvement Strategy 3 Details	Formative Reviews		
<p><b>Improvement Strategy 3:</b> Freedom Classical Academy will provide struggling students explicit math instruction to ensure that they have the foundational skills and conceptual knowledge necessary for understanding grade level math content.</p> <p><b>Action Step's Expected Result/Impact:</b> Students struggling with math will get daily small group interventions which will help close the gaps and help them to understand grade level math content.</p> <p><b>Position Responsible:</b> Instructional Coach</p> <p><b>Identify All That Apply:</b>            FRL, EL, IEP, Foster/Homeless, Racial/Ethnic Groups  <b>- Evidence Level:</b>            Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 3</p> <p><b>Resources and Funding Needed:</b> Instructional Aides - Title I, Pt. A - \$73,307.47</p>	Formative		
	Feb	May	May
			N/A
 No Progress  Accomplished  Continue/Modify  Discontinue			





**School Goal 1 Problem Statements:**

Student Success
<p><b>Problem Statement 3:</b> 37% of our students met the AGP (adequate growth percentile) on the math SBAC 2022-2023 assessment. <b>Critical Root Cause:</b> We are not effectively using data to differentiate instruction so all students show growth.</p>
<p><b>Problem Statement 4:</b> 33.6% of our students met the AGP (adequate growth percentile) on the ELA SBAC 2022-2023 assessment. <b>Critical Root Cause:</b> We are not effectively using Tier II strategies during differentiation time to help all students show growth.</p>

## Inquiry Area 2: Adult Learning Culture

**School Goal 1:** Freedom Classical Academy will increase the percentage of elementary teachers who rate accomplished or exemplary from 65.2% in 2022-23 to 75.2% in 2023-24 as measured by the FCA evaluation system.

**Evaluation Data Sources:** FCA Evaluation System

Improvement Strategy 1 Details	Formative Reviews		
<p><b>Improvement Strategy 1:</b> Freedom Classical Academy will hire an instructional coach to work with developing teachers to meet instructional goals and improve classroom teaching.</p> <p><b>Action Step's Expected Result/Impact:</b> Teachers will receive the support they need to help improve their teaching skills. By improving the teachers' teaching, the students will learn and grow more.</p> <p><b>Position Responsible:</b> Assistant Director</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP, Foster/Homeless, Racial/Ethnic Groups</p> <p>- <b>Evidence Level:</b> Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1</p> <p><b>Resources and Funding Needed:</b> Instructional Coach - Title I, Pt. A - \$74,753.56, Literacy Coach (partial funding) - Title II, Pt. A - \$36,057.35</p>	Formative		
	Feb	May	May
			N/A
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			





### School Goal 1 Problem Statements:

Adult Learning Culture
<p><b>Problem Statement 1:</b> During the 2022-2023 school year, 34.8% of our elementary school teachers were rated as developing using our evaluation system due to a lack of training/ education and support. <b>Critical Root Cause:</b> There is not enough time for administration to mentor and coach the teachers.</p>

**Inquiry Area 3: Connectedness**

**School Goal 1:** Freedom Classical Academy will decrease its chronic absenteeism rate for all students from 11.5% in 2022-23 to 7.5% in the 2023-2024 school year as measured by attendance records.

**Evaluation Data Sources:** Infinite Campus  
myeducationdata.org

Improvement Strategy 1 Details	Formative Reviews		
<p><b>Improvement Strategy 1:</b> Freedom Classical Academy will increase student attendance by implementing positive activities and supporting good attendance and effective home-school connections.</p> <p><b>Action Step's Expected Result/Impact:</b> Our chronic absenteeism will reduce and students will learn more because they are at school.</p> <p><b>Position Responsible:</b> Dean</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP, Foster/Homeless, Racial/Ethnic Groups</p> <p>- <b>Evidence Level:</b> Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Connectedness 1</p> <p><b>Resources and Funding Needed:</b> 3 Commercial Grade Bounce Houses - Title IV, Pt. A - \$3,000.03</p>	Formative		
	Feb	May	May
			N/A
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**School Goal 1 Problem Statements:**

<b>Connectedness</b>
<p><b>Problem Statement 1:</b> 11.5% of Freedom Classical Academy's elementary students were chronically absent in the 2021-22 school year which affects their ability to show growth and gain grade level proficiency. <b>Critical Root Cause:</b> Student illness and family vacations</p>

# School Funding Summary

IDEA-B					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$133,865.79
<b>+/- Difference</b>					\$133,865.79
Title I, Pt. A					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Aides		\$73,307.48
1	1	3	Instructional Aides		\$73,307.47
2	1	1	Instructional Coach		\$74,753.56
<b>Sub-Total</b>					\$221,368.51
<b>Budgeted Fund Source Amount</b>					\$228,565.14
<b>+/- Difference</b>					\$7,196.63
Title II, Pt. A					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	MobyMax		\$3,995.00
2	1	1	Literacy Coach (partial funding)		\$36,057.35
<b>Sub-Total</b>					\$40,052.35
<b>Budgeted Fund Source Amount</b>					\$92,133.87
<b>+/- Difference</b>					\$52,081.52
Title IV, Pt. A					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
3	1	1	3 Commercial Grade Bounce Houses		\$3,000.03
<b>Sub-Total</b>					\$3,000.03
<b>Budgeted Fund Source Amount</b>					\$21,043.74
<b>+/- Difference</b>					\$18,043.71
<b>Grand Total Budgeted</b>					\$475,608.54

Title IV, Pt. A					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				<b>Grand Total Spent</b>	\$264,420.89
				<b>+/- Difference</b>	\$211,187.65