

State Public Charter School Authority



Freedom Classical Academy Elementary School

Classification: 4 Star School

2026-2027 School Improvement Plan

District Approval Date:
March 6, 2026

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.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- 27.7% of our SPED students met Math AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment
- Our EL students' ELA proficiency increased from 10% to 23.7% on the SBAC ELA Assessment.
- Our EL students' math proficiency increased from 16.6% to 25.4% on the SBAC Math Assessment.
- 27.7% of our SPED students met ELA AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment
- Our math AGP increased from 28% on the 2023-2024 SBAC assessment to 35.6% on the 2024-2025 SBAC assessment.
- Our ELA AGP increased from 39.4% on the 2023-2024 SBAC assessment to 46.9% on the 2024-2025 SBAC Assessment.
- Our Science proficiency increased from 7.2% on the 2023-2024 SBAC to 16.1% on the 2024-2025 SBAC Assessment.

Areas for Growth

- Our SPED students' proficiency in math dropped from 12.8% on the 2023-2024 SBAC assessment to 5.8% on the 2024-2025 SBAC Assessment.
- Our SPED students' proficiency in ELA dropped from 17.9% on the 2023-2024 SBAC assessment to 5.8% on the 2024-2025 SBAC Assessment
- Our students' math proficiency is 40.8% on the 2024-2025 SBAC Assessment
- Our students' ELA proficiency is 37.8% on the 2024-2025 SBAC Assessment
- 18.7% of our EL learners met their Math AGP growth on the 2024-2025 SBAC Assessment.
- 34.3% of our EL learners met their ELA AGP growth on the 2024-2025 SBAC Assessment.
- 35.6% of our students met their Math AGP on the 2024-2025 SBAC Assessment
- 46.9% of our students met their ELA AGP on the 2024-2025 SBAC Assessment

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students are only making a small amount of growth in math.	Better training for Tier I teaching strategies for our general education teachers.
Foster/Homeless	NA	NA
Free and Reduced Lunch	Students are not making the growth needed in math.	Better training for our math teachers including helping them with an understanding of all the available resources and how to implement the program and help the students to show their learning.
Migrant/Title1-C Eligible	NA	NA

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Our hispanic students are dropping in how many are meeting math growth goals.	Better training for our math teachers including helping them with an understanding of all the available resources and how to implement the program and help the students to show their learning.
Students with IEPs	Students are not showing enough growth in math or reading. They need more structured and consistent support.	Train the resource teachers in the available resources and help them come up with a plan to help their students consistently grow.

Problem Statements Identifying Student Success Needs

Problem Statement	Critical Root Cause
1 ★ 35% of our students met the Math AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.	Our teachers are using PLC time to plan, not analyze data and reteach material students aren't understanding.
2 ★ 46% of our students met the ELA AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.	Our teachers are using PLC time to plan, not analyze data and reteach material students aren't understanding.
3 ★ 27.7% of our SPED students met Math AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.	Strong parental and educator belief that SPED students should be getting an easier curriculum instead of working harder and receiving grade level curriculum in a different way.
4 ★ 33.3% of our SPED students met ELA AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.	Our SPED students' foundational reading skills are very weak.
5 ★ 18.7% of our EL students met Math AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.	EL coordinator focuses on language skills and many of our Tier I teachers are not implementing EL strategies in their math instruction.

6
★

34.3% of our EL students met ELA AGP(adequate growth percentile) Target on the SBAC 2024-2025 assessment.

We are seeing more growth, but need to continue to give strong and consistent support.

7

56.4% of EL met AGP on WIDA on the 2024-2025 assessment.

Our EL program was having to be built from the ground up pulling resources from a variety of different places.

8

23.7% of EL were proficient on the SBAC 2024-2025 ELA assessment.

Tier I teachers are not implementing EL strategies in their instruction.

★ = Priority

Adult Learning Culture

Areas of Strength

- 71% of our teachers are licensed in the area they are teaching.
- 83% of Freedom Classical Academy's teachers regularly give lessons that engage their students as measured by administrative observations
- 63% of our teachers are looking at data collected through formative and summative assessments to inform their teaching.

Areas for Growth

- 29% of our teachers are working towards completing the requirements to become full licensed.
- 29% of our teachers need further instruction in CHAMPS and classroom management.
- 17% of our teachers are adept in applying the Science of Reading in their classrooms.

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	Critical Root Cause
1 ★ 63% of our teachers are looking at data collected through formative and summative assessments to inform their teaching.	This is new for many of our teachers and some of the newer teachers needed to focus on classroom management first.
2 29% of our teachers need further instruction in CHAMPS and classroom management.	Some of the teachers are new and others fall back into old habits.
3 ★ 17% of our teachers are adept in applying the Science of Reading in their classrooms.	Many of our teachers depend on the curriculum to outline what they will teach.

★ = Priority

Connectedness

Areas of Strength

- Our chronic absenteeism rate was 9.1% in the 2024-2025 school rating.

Areas for Growth

- Parents are giving a high amount of negative feedback showing they are not understanding our school policies and procedures.
- 8% of our elementary school students are chronically tardy which is more than 15% of the school year.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	34% 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	7% of Black/African Americans 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	17% 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	Critical Root Cause
1 ★ Parents are giving a high amount of negative feedback showing they are not understanding our school policies and procedures.	Teachers and parents are not unified in their understanding of the school policies and expectations.
2 Our tardy rate is concerning. We have multiple students who come to school late every day.	Teachers and parents are not unified in their understanding of the school policies and expectations.

★ = Priority



Priority Problem Statements

Problem Statement

Critical Root Cause

1
★

35% of our students met the Math AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.

Our teachers are using PLC time to plan, not analyze data and reteach material students aren't understanding.

2
★

46% of our students met the ELA AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.

Our teachers are using PLC time to plan, not analyze data and reteach material students aren't understanding.

3
★

27.7% of our SPED students met Math AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.

Strong parental and educator belief that SPED students should be getting an easier curriculum instead of working harder and receiving grade level curriculum in a different way.

4
★

33.3% of our SPED students met ELA AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.

Our SPED students' foundational reading skills are very weak.

5
★

18.7% of our EL students met Math AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.

EL coordinator focuses on language skills and many of our Tier I teachers are not implementing EL strategies in their math instruction.

6
★

34.3% of our EL students met ELA AGP(adequate growth percentile) Target on the SBAC 2024-2025 assessment.

We are seeing more growth, but need to continue to give strong and consistent support.

7
★

63% of our teachers are looking at data collected through formative and summative assessments to inform their teaching.

This is new for many of our teachers and some of the newer teachers needed to focus on classroom management first.

8
★

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

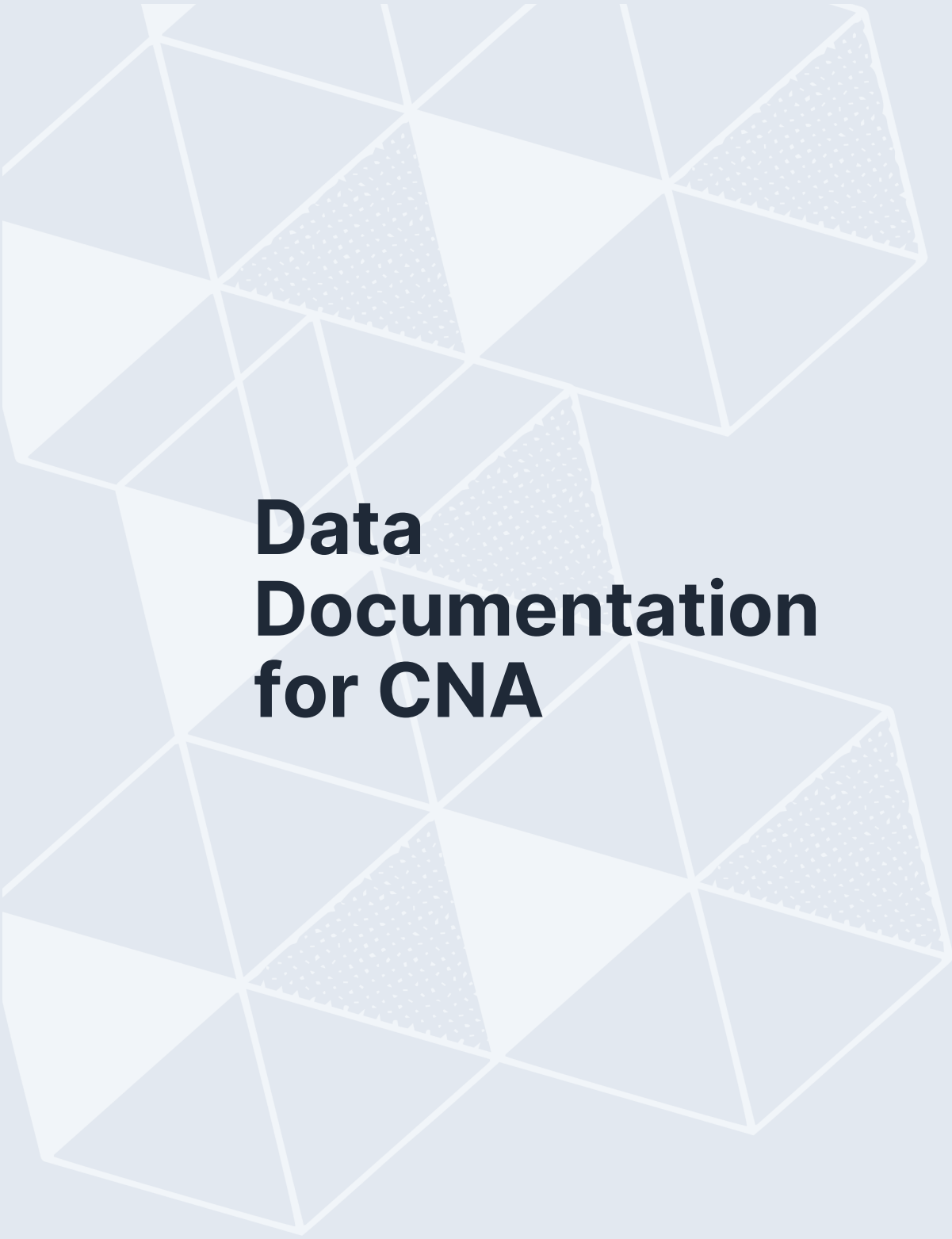
Teachers and parents are not unified in their understanding of the school policies and expectations.

9
★

17% of our teachers are adept in applying the Science of Reading in their classrooms.

Many of our teachers depend on the curriculum to outline what they will teach.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- ☒ Early childhood literacy and math data
- ☒ Early reading assessment results
- ☒ End-of-Unit Assessments
- ☒ I-Ready
- ☒ Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- ☒ MAP Growth Assessment
- ☒ MyPath
- ☒ Smarter Balanced (SBAC)
- ☒ WIDA ACCESS for ELLs

Adult Learning Culture

- ☒ Administrator evaluation
- ☒ Coaching Logs
- ☒ Lesson Plans
- ☒ Master schedule
- ☒ Professional Development Agendas
- ☒ Professional development needs assessment data
- ☒ Professional learning communities (PLC) data/agenda/notes
- ☒ Student Climate Survey
- ☒ Teacher evaluation
- ☒ Teacher retention
- ☒ Walk-through data

Connectedness



Attendance



Community surveys and/or other feedback



Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1 Aligns with District Goal

By the Spring 2027 summative assessment, 60 percent of students will meet or exceed their projected growth in mathematics, and 70 percent of students will meet or exceed their projected growth in reading as measured by the NWEA MAP Growth or equivalent assessment.

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

Improvement Strategy 1

Freedom Classical Academy will provide explicit and systematic intervention instruction.

STIP Goal 3: All students experience continued academic growth.

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf

Action Steps: 1. Hire instructional aides.
2. Train instructional aides.
3. Create small groups and schedule instructional aides
4. Use data to determine lessons and next steps for each group.

Position Responsible: Literacy Coach, Instructional Coach

Resources Needed: iReady
Reveal Math materials
Instructional aides

Evidence Level

Level 1: Strong:
https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf

Problem Statements: Student Success 1, 2

Resources and Funding Needed: MobyMax General Funds, \$4,795

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

 Implemented

October

 Implemented

January

 Implemented

May

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	35% of our students met the Math AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.	Our teachers are using PLC time to plan, not analyze data and reteach material students aren't understanding.
2	46% of our students met the ELA AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.	Our teachers are using PLC time to plan, not analyze data and reteach material students aren't understanding.

SMART Goal 2 ☒ Aligns with District Goal

By the Spring 2027 NWEA MAP assessment, 50 percent of Freedom Classical Academy's SPED students in elementary school will achieve a minimum of the 61st percentile for growth in math or reading from the Fall 2026 to Spring 2027 MAP test or equivalent examination.

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

Improvement Strategy 1

Freedom Classical Academy's SPED department will use iReady for differentiating instruction and closing achievement gaps.

STIP Goal 3: All students experience continued academic growth.

<https://cdn.givingcompass.org/wp-content/uploads/2018/06/05155313/iready-essa-evidence-claims-whitepaper-2018.pdf>

Action Steps: 1. Purchase iReady program
2. Train teachers on effective use of iReady for differentiation
3. Analyze data to determine effectiveness

Position Responsible: SPED Coordinator

Resources Needed: iReady
Chromebooks
SPED Coordinator
Case Manager

Evidence Level

Level 1: Strong:

<https://cdn.givingcompass.org/wp-content/uploads/2018/06/05155313/iready-essa-evidence-claims-whitepaper-2018.pdf>

Problem Statements: Student Success 3, 4

Resources and Funding Needed: SPED Coordinator IDEA-B, \$76,556

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks



Implemented

October



Implemented

January



Implemented

May

SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement

Root Cause

3

27.7% of our SPED students met Math AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.

Strong parental and educator belief that SPED students should be getting an easier curriculum instead of working harder and receiving grade level curriculum in a different way.

4

33.3% of our SPED students met ELA AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.

Our SPED students' foundational reading skills are very weak.

SMART Goal 3 Aligns with District Goal

By the Spring 2027 summative assessment, 78 percent of Freedom Classical Academy's EL K-2 students and 60% of Freedom Classical Academy's EL 3-5 students will meet or exceed their projected growth in reading from the Fall 2026 to Spring 2027 summative test.

Formative Measures: NWEA MAP Growth or equivalent assessments - Benchmark given 3 times a year

Improvement Strategy 1

Ensure that teachers of English Learners receive specialized training and support in language education pedagogy 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: 1. EL Professional Development Resources

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: Student Success 5, 6

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6

Status Checks

In progress

October



Implemented

January

SMART Goal 3 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
5	18.7% of our EL students met Math AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.	EL coordinator focuses on language skills and many of our Tier I teachers are not implementing EL strategies in their math instruction.
6	34.3% of our EL students met ELA AGP(adequate growth percentile) Target on the SBAC 2024-2025 assessment.	We are seeing more growth, but need to continue to give strong and consistent support.

Inquiry Area

2

Adult Learning Culture

SMART Goal 1

By the end of the 2026-2027 school year, Freedom Classical Academy will increase the percentage of teachers demonstrating effective student engagement from 79 percent to 87 percent, as measured by administrator annual evaluations.

Formative Measures: Coaching Logs
Administrator Evaluation

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

Evidence Level

Level 2: Moderate:
<https://www.sciencedirect.com/science/article/pii/S1877042813034460>

Problem Statements: Adult Learning Culture 1, 3

Resources and Funding Needed: Instructional Coach Title I, Pt. A, \$68,426.87

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

In progress

October

January

May

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

Resources Needed: TLAC Science of Reading Training

Evidence Level

Level 2: Moderate:
https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf

Problem Statements: Adult Learning Culture 3

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

In progress

October

January

May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	63% of our teachers are looking at data collected through formative and summative assessments to inform their teaching.	This is new for many of our teachers and some of the newer teachers needed to focus on classroom management first.
3	17% of our teachers are adept in applying the Science of Reading in their classrooms.	Many of our teachers depend on the curriculum to outline what they will teach.

Inquiry Area

3

Connectedness

SMART Goal 1 Aligns with District Goal

During the 2026-2027 school year, Freedom Classical Academy will increase interaction with parents from 84% to 90% as measured by ParentSquare.

Formative Measures: ParentSquare measures parent interaction and communication.

Improvement Strategy 1

Provide parents with weekly messages about their child's progress.

STIP Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

<https://toddrogers.scholars.harvard.edu//publications/underutilized-potential-teacher-parent-communication-evidence-field>

Action Steps: 1. Set all classes and parents up for communication through ParentSquare and HowsSchoolGoing.
2. Encourage teachers to send weekly newsletters and communication through ParentSquare.
3. Manage ParentSquare and make sure all parents are able to receive messages.

Position Responsible: Executive Director

Resources Needed: ParentSquare
HowsSchoolGoing

Evidence Level

Level 1: Strong:

<https://toddrogers.scholars.harvard.edu//publications/underutilized-potential-teacher-parent-communication-evidence-field>

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 4.1, 4.2

Status Checks

 Implemented

October

 Implemented

January

 Implemented

May

SMART Goal 1 Problem Statements Identifying Connectedness

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

SMART Goal 2

During the 2026-27 school year, Freedom Classical Academy will increase teacher participation in the Staff School Climate Survey from less than 10 participants to over 10 participants.

Formative Measures: Staff Climate Survey result availability



Schoolwide and Targeted Assistance Title I Element Summary

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.

Schoolwide and Targeted Assistance Title I Elements Personnel

Name	Position	Program	FTE
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

Name	Position	Program	FTE
Lexi 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



Funding Summary

Funding Summary

General Funds

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	MobyMax	--	\$4,795.00
Sub-Total					\$4,795.00
Budgeted Fund Source Amount					\$10,763,010.00
+/- Difference					\$10,758,215.00

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 Coordinator	--	\$76,556.00
Sub-Total					\$76,556.00
Budgeted Fund Source Amount					\$134,838.61
+/- Difference					\$58,282.61

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
				Budgeted Fund Source Amount	\$25,000.00
				+/- Difference	\$25,000.00

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
2	1	1	Instructional Coach	--	\$68,426.87
				Sub-Total	\$68,426.87
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	-\$68,426.87

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, Federal

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$17,735.50
				+/- Difference	\$17,735.50

Title III - ELL

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 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
				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
				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
				Budgeted Fund Source Amount	\$456,636.00
				+/- Difference	\$456,636.00