

State Public Charter School Authority
Freedom Class Academy Middle School
2024-2025 School Performance Plan

Classification: 4 Star School

Distinction Designations:
Title I



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/md

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Comprehensive Needs Assessment

Student Success

Student Success Summary

- Freedom Classical Academy's proficiency is higher than local charter and district schools.
- Freedom Classical Academy's pooled proficiency increased from 38.4% to 41.7%.
- Freedom Classical Academy's EL students who met the AGP target increased from 27% to 50%.
- Freedom Classical Academy's Math MGP increased from 42% to 62%.
- Freedom Classical Academy's ELA MGP increased from 58% to 63%.
- Students who met the math AGP target increased from 35.1% to 38.6%.
- Freedom Classical Academy's prior non-proficient who met the math AGP target increased 16.5% to 19.7%.
- Freedom Classical Academy's math proficiency rates increased for our Asian, Hispanic, and Special Education students.
- Freedom Classical Academy's science proficiency increased from 29.1% to 43.2%.
- Freedom Classical Academy's SPED students median growth percentile (MGP) increased from 35% to 52.5% on math 2022-23 SBAC
- Freedom Classical Academy's SPED students median growth percentile (MGP) increased from 34% to 75.5% on ELA 2022-23 SBAC

Student Success Strengths

- Students who met the ELA AGP target decreased from 57.1% to 46.3%
- Our prior non-proficient who met the ELA AGP target decreased from 41.5% to 25.1%
- Our math proficiency rates decreased for our two or more races, White/Caucasian, and English learners
- Our ELA proficiency rates decreased for our Black/African American, Two or More Races, White/Caucasian, EL, and Economically Disadvantaged students
- 7.8% of our middle school SPED students are proficient in math
- 13.1% of our middle school SPED students are proficient in ELA
- 14.7% of our middle school SPED students met their adequate growth percentile (AGP) on the math 2022-23 SBAC
- 17.6% of our middle school SPED students met their adequate growth percentile (AGP) on the ELA 2022-23 SBAC

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 57% of our students met the ELA AGP (adequate growth percentile) on the ELA SBAC 2022-2023 assessment. **Critical Root Cause:** We are not effectively using Tier II strategies during differentiation time to help all students show growth.

Problem Statement 2 (Prioritized): 35% of our students met their Math 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 3 (Prioritized): 14.7% of our SPED students met their adequate growth percentile on the math SBAC 2022-2023 assessment. **Critical Root Cause:** Lack of structure and consistency in SPED department.

Problem Statement 4 (Prioritized): 17.6% of our SPED students met their adequate growth percentile (AGP) on the ELA SBAC 2022-2023 assessment. **Critical Root Cause:** Lack of structure and consistency in SPED department.

Problem Statement 5: 41.7% of our students are proficient in reading and math as measured by the SBAC assessment. **Critical Root Cause:** Our curriculum does not align well with the state standards.

Connectedness

Connectedness Summary

- Families feel the school is safe and like the school climate.
- Teachers feel challenged, but supported at work.
- Students highly rate the school climate.
- Our students feel safe at school
- Our students trust the adults at the school.
- We have a diverse population and those from different backgrounds get along well.
- Students have good relationships with the teachers.
- We have low rates of bullying.
- 70% of students feel safe at Freedom Classical Academy
- 83% of students know their teachers care about them.
- 85% of students know they are missed when they are absent
- 77% of students know their strengths

Connectedness Strengths

- Middle school students are not connecting to what is being taught and find instruction to be boring.
- Parents and students do not feel engaged in classroom instruction.
- Students need help to know what to do when things are hard.
- Students struggle to persevere when things are hard.
- Students don't know the purpose of the schoolwork they are doing.
- Chronic absenteeism rates increased from <5% to 12.2%
- 61% of students find it difficult to finish hard tasks.
- 69% of students find it difficult to get through something when they are frustrated
- Tardies are out of control

Problem Statements Identifying Connectedness Needs

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

Problem Statement 2: 12.2% of Freedom Classical Academy's middle school students were chronically absent in the 2022-23 school year which affects their ability to show growth and gain grade level proficiency. **Critical Root Cause:** Student illness and family vacations.

Problem Statement 3: 61% of middle school students find it difficult to finish tasks if they are hard. **Critical Root Cause:** Lack of grit and endurance Not understanding the purpose of the difficult tasks.

Problem Statement 4: 69% of middle school students find it difficult to get through something when they feel frustrated. **Critical Root Cause:** Lack of growth mindset. Not understanding the purpose of perseverance.

Priority Problem Statements

Problem Statement 3: Parents and students do not feel classroom instruction is engaging.

Critical Root Cause 3: Half of our teachers are full-time substitutes and do not have the training needed to engage students.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: 35% of our students met their Math AGP (adequate growth percentile) on the math SBAC 2022-2023 assessment.

Critical Root Cause 4: We are not effectively using data to differentiate instruction so all students show growth.

Problem Statement 4 Areas: Student Success

Problem Statement 5: 57% of our students met the ELA AGP (adequate growth percentile) on the ELA SBAC 2022-2023 assessment.

Critical Root Cause 5: We are not effectively using Tier II strategies during differentiation time to help all students show growth.

Problem Statement 5 Areas: Student Success

Problem Statement 6: 14.7% of our SPED students met their adequate growth percentile on the math SBAC 2022-2023 assessment.

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

Problem Statement 6 Areas: Student Success

Problem Statement 7: 17.6% of our SPED students met their adequate growth percentile (AGP) on the ELA SBAC 2022-2023 assessment.

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





Problem Statement 7 Areas: Student Success

Goals

Goal 1: Student Success

Annual Performance Objective 1: 70% of Freedom Classical Academy's students will meet their projected growth in Math or Reading from the Fall 2023 to the Spring 2024 MAP test.

Evaluation Data Sources: MAP data

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Freedom Classical Academy will offer Moby Max as a resource to help close learning gaps for our students.</p> <p>STIP Goal 3: All students experience continued academic growth.</p> <p>Koch, W., Pandey, S., & Selvakumar, V. (2010). (publication). MobyMax Language Curriculum: A Strong, Evidence-Based Intervention for Improving Student Outcomes. Retrieved from file:///Users/dstowell/Downloads/MPResearchLanguageStudyPaper.pdf.</p> <p>Formative Measures: We expect that using MobyMax with fidelity will help close learning gaps and allow for all students to show growth on benchmark and state testing.</p> <p>Position Responsible: Literacy Coach, Instructional Coach</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 2</p>	Status Check		
	Feb	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Annual Performance Objective 1 Problem Statements:

Student Success
<p>Problem Statement 1: 57% of our students met the ELA AGP (adequate growth percentile) on the ELA SBAC 2022-2023 assessment. Critical Root Cause: We are not effectively using Tier II strategies during differentiation time to help all students show growth.</p>
<p>Problem Statement 2: 35% of our students met their Math 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.</p>

Goal 1: Student Success

Annual Performance Objective 2: 75% of Freedom Classical Academy's SPED students will achieve a minimum of 61 percentile for growth in Math or Reading from the Fall 2024 to the Spring 2025 MAP test.

Evaluation Data Sources: MAP Data

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





Annual Performance Objective 2 Problem Statements:

Student Success
<p>Problem Statement 3: 14.7% of our SPED students met their adequate growth percentile on the math SBAC 2022-2023 assessment. Critical Root Cause: Lack of structure and consistency in SPED department.</p> <p>Problem Statement 4: 17.6% of our SPED students met their adequate growth percentile (AGP) on the ELA SBAC 2022-2023 assessment. Critical Root Cause: Lack of structure and consistency in SPED department.</p>

Goal 2: Adult Learning Culture

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

Evaluation Data Sources: Staff Data





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

Goal 3: Connectedness

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

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

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

Improvement Strategy 2 Details	Status Checks		
<p>Improvement Strategy 2: Freedom Classical Academy will provide research-based professional learning that emphasizes student engagement and connects students with the curriculum.</p> <p>STIP Goal 2: All students have access to effective educators.</p> <p>Darling-Hammond, L., Hyler, M. E., Gardner, M., & Espinoza, D. (2017). Effective teacher professional development. Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf</p> <p>Formative Measures: Students will be more actively involved in their learning and love school more.</p> <p>Position Responsible: Assistant Director</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 2 - Adult Learning Culture 2 - Connectedness 1</p> <p>Resources and Funding Needed: TLAC on-site training - Title II, Pt. A - \$17,250</p>	Status Check		
	Feb	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Annual Performance Objective 1 Problem Statements:

Student Success
<p>Problem Statement 1: 57% of our students met the ELA AGP (adequate growth percentile) on the ELA SBAC 2022-2023 assessment. Critical Root Cause: We are not effectively using Tier II strategies during differentiation time to help all students show growth.</p> <p>Problem Statement 2: 35% of our students met their Math 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.</p>
Connectedness
<p>Problem Statement 1: Parents and students do not feel classroom instruction is engaging. Critical Root Cause: Half of our teachers are full-time substitutes and do not have the training needed to engage students.</p>

Schoolwide and Targeted Assistance Title I Elements

1.1: Describe the school's strategies to attract effective, highly-qualified teachers to your school.

Freedom Classical Academy recruits year-round in order to find quality teaching candidates. All applicants go through a thorough screening and interview process prior to being hired at the school. Additionally, funds are allocated from both the school's general fund as well as Title II in order to provide signing bonuses for returning teachers.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kathleen Christensen	Instructional Coach	Title IA Instructional Improvement	1.0

School Funding Summary

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