

**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	<b>Principal(s)</b> <i>(required)</i>
Shelley Kloos, Brandie Rupert, April Anderson	<b>Other School Administrator(s)</b> <i>(required)</i>
Penny Cross, Dove Hallstrom, Todd Robinson, Kate Christensen, Lauren Hirsch, Liann Tackett, Wendy Gebheim	<b>Teacher(s)</b> <i>(required)</i>
Sarah Stowell, Brittany Cerrone	<b>Paraprofessional(s)</b> <i>(required)</i>
Julee Rodriguez	<b>Parent(s)</b> <i>(required)</i>
NA	<b>Student(s)</b> <i>(required for secondary schools)</i>
NA	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
Melissa Hardman	<b>Specialized Instructional Support Personnel</b> <i>(if appropriate)</i>
Lance Bohne	<b>School Board Member</b>

## 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](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"> <li>• Our proficiency is higher than local charter and district schools.</li> <li>• 5th grade is highest in ELA</li> <li>• 3rd grade is highest in math</li> <li>• 48% of students met AGP for math</li> <li>• 41.5% of students met AGP for ELA</li> <li>• Over half of white and Asian students met AGP for math</li> <li>• Closing equity gap in ELA</li> </ul>	<ul style="list-style-type: none"> <li>• ELL students need to meet AGP</li> <li>• SPED students need to meet AGP</li> <li>• Focus on 60% or higher proficiency</li> <li>• Focus on student growth</li> </ul>
<p><b>Problem Statement:</b> 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><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>• Chronic absenteeism is high with our ELL students.</li> <li>• Our ELL coordinator was new to the school and learning the ins and outs of the program.</li> <li>• Our SPED coordinator also was new to the school and inexperienced.</li> <li>• Our students need a better understanding of what is expected from them on the WIDA test.</li> </ul>	

Student Success	
<p><b>School Goal:</b> Freedom Classical Academy's ELL students who will show English Language proficiency on the WIDA test will increase from 33% to 45%.</p> <p><b>Formative Measures:</b></p>	<p><b>Aligned to Nevada's STIP Goal:</b></p> <p><input type="checkbox"/> STIP Goal 1    <input type="checkbox"/> STIP Goal 2</p>



- WIDA

- 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.*

**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*

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



extra-duty pay to teachers providing additional tutoring opportunities.

**Resource Equity Supports<sup>1</sup>:** 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.

## Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>● 50% of the teachers are licensed in elementary teaching, 1 is also licensed in early childhood, 1 is also licensed in SPED, and 1 is also licensed in ELAD</li> </ul>	<ul style="list-style-type: none"> <li>● 11 teachers who are working on a substitute license</li> <li>● 20% of the teachers need extra support in classroom management and/or implementing the curriculum</li> </ul>

<sup>1</sup> “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)



- 8 of the 11 teachers who are licensed substitutes are currently working towards their teaching degrees, 3 will finish by the end of this school year.
- Teachers are motivated and desirous to help their students to succeed.

- Continued support in identifying and teaching struggling (RTI) students is needed.
- Continued support and strategies for teaching EL students is needed.

**Problem Statement:** Many of the elementary teachers at Freedom Classical Academy are novice teachers who need extra support and training in teaching their struggling students and their EL students.

**Critical Root Causes of the Problem:**

- 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**

**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%.

**Formative Measures:**

- Anecdotal Evidence

**Aligned to Nevada's STIP Goal:**

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



**Improvement Strategy:** *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.*

**Evidence Level:** Tier III – Promising Evidence Promising Leadership Practices for Rapid School Improvement that Lasts Hitt, D. H., & Meyers, C. V. (2017). Promising leadership practices for rapid school improvement that lasts. San Francisco, CA: WestEd

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

- *Determine where each teacher is in the process of obtaining their full license.*
- *Give all needed support for teachers to complete their required observations, student teaching, etc... so they can finish their programs.*
- *Help teachers working through their programs to find mentor teachers.*
- *Celebrate all who finish their degrees.*

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

- *Information from different programs to determine the needs of each teacher.*
- *Mentor teachers*

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

- *Implementation Challenge: Some teachers are struggling financially which makes it difficult for them to complete their programs.*
- *Potential Solution: Offer ways for teachers to earn extra money (extra tutoring opportunities) to help with the financial difficulties.*

**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.*

**Lead:** *Who is responsible for implementing this strategy?  
Assistant Director, mentor 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: *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"> <li>● <i>Students feel safe at school</i></li> <li>● <i>Students trust adults at the school</i></li> <li>● <i>Diverse population and those from different backgrounds get along well</i></li> <li>● <i>Good relationships with the teachers</i></li> <li>● <i>Low rates of bullying</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Helping students to know what to do when things are hard</i></li> <li>● <i>Helping students to persevere</i></li> <li>● <i>Helping students to know the purpose of the schoolwork they are doing</i></li> <li>● <i>We had a chronic absenteeism rate of 35.1% in the 2021-2022 school year.</i></li> </ul>
<p><b>Problem Statement:</b> Our elementary school had a chronic absenteeism rate of 35.1% in the 2021-2022 school year.</p>	





**Critical Root Causes of the Problem:**

- *Parents kept students home for every sniffle, cough, or stomachache due to Covid fears.*
- *Some students were afraid to come to school because other students were mean to them.*
- *Inexperienced teachers struggled with classroom management and handling behavior issues.*
- *Family trips to Mexico, Disneyworld, California, etc... that caused families to be out for 2 weeks at a time.*

**Connectedness**

**School Goal:** *Freedom Classical Academy will decrease its chronic absenteeism rate by 50% for the 2022-2023 school year as measured by attendance records.*

**Formative Measures:**

- *Attendance data*

**Aligned to Nevada's STIP Goal:**

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



**Improvement Strategy:** *Freedom Classical Academy will increase student attendance by improving family and community involvement.*

**Evidence Level:** Tier 1, Strong 1 Source: [Epstein, J., Sheldon, S. B. Present and Accounted For: Improving Student Attendance Through Family and Community Involvement, Journal of Educational Research, vol. 95, pp. 308-318, May/June 2002.](#)

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

- *Determine who the chronically absent students are.*
- *Draft a letter that includes how many days the students have been absent, Nevada law for attendance, and the importance of students being in school. Translate to Spanish*
- *Send letters to the families.*
- *Have teachers send home handouts explaining the importance of being at school every day.*
- *Set up an incentive system for students/classes with excellent attendance.*

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

- *Infinite Campus*
- *MyEducationData*
- *Letter to communicate attendance concerns*
- *Handouts for all students regarding attendance*
- *Incentives for good attendance*

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

- *Implementation Challenge: Parents have already scheduled their vacations and bought tickets, so will not want to lose the money.*
- *Potential Solution: Help parents to understand the importance of their children being in school through handouts, letters, etc...*

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

- *Minimal funding is required for this goal. All necessary funding will be derived from the school's general fund. Anticipated expenses include printing, postage, and positive attendance awards. Simple awards, such as free dress days, don't cost money but provide significant incentive to students.*

**Lead:** *Who is responsible for implementing this strategy?*  
*Assistant Director, Dean,  
Registrar, 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: *Many take trips to Mexico to visit family.*
- Support: *Help parents to understand that this should be done during scheduled school breaks and if they want to leave for a month, this should be done during the summer.*

**Foster/Homeless:**

- Challenge: *Families may have problems obtaining uniforms or finding transportation to the school.*
- Support: *Offer help with the uniforms. Discuss transportation problems and possibly encourage them to look at schools closer to their home.*

**Free and Reduced Lunch:**

- Challenge: *Families may have problems obtaining uniforms or finding transportation to the school.*
- Support: *Offer help with the uniforms. Discuss transportation problems and possibly encourage them to look at schools closer to their home.*

**Migrant:**

- Challenge: *Families may have problems obtaining uniforms or finding transportation to the school.*
- Support: *Offer help with the uniforms. Discuss transportation problems and possibly encourage them to look at schools closer to their home.*

**Racial/Ethnic Groups:**

- Challenge: *Many take trips to California or other states to visit family.*
- Support: *Help parents to understand that this should be done during scheduled school breaks and if they want to leave for a month, this should be done during the summer.*

**Students with IEPs:**

- Challenge: *Families may not understand the importance of attendance and how it affects their student's learning.*
- Support: *Help parents to understand the importance of their children being in school through handouts, letters, etc...*



## 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"><li>• 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</li></ul>
Uniform Exchange Night	July 18th	<ul style="list-style-type: none"><li>• 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.</li></ul>
Campus Club Uniform Event	July 22nd	<ul style="list-style-type: none"><li>• Not well attended. Was it not advertised enough? Too close to the uniform exchange?</li></ul>
Fall Sports Information Night	August 2nd	<ul style="list-style-type: none"><li>• Many students want to be involved. We need more coaches. Is there a way for spring soccer?</li></ul>
Meet the Teacher Night	August 5th	<ul style="list-style-type: none"><li>• Included Campus Club for uniform purchasing. Computers set up for FRL signup</li></ul>
Literacy Game Night	August 26th	<ul style="list-style-type: none"><li>• Great turnout. Families enjoyed games. Book exchange was a huge win!</li></ul>
Middle School - High School Information Night	September 7th	<ul style="list-style-type: none"><li>• 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.</li></ul>
Parent/Teacher Conferences	September 22-23	<ul style="list-style-type: none"><li>• Add lessons learned after each outreach event.</li></ul>
PAC Meeting	September 29th	<ul style="list-style-type: none"><li>• 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.</li></ul>



PAC Meeting for Parents of Black/African American students	September 29th	<ul style="list-style-type: none"><li>● 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.</li></ul>
Elementary Costume Parade	October 27th	<ul style="list-style-type: none"><li>● Parents of K-5 attended the costume parade. It was cold, so students walked through the gym, across the stage, and then through middle school, and then back to class. Parents watched in the gym, and then gathered in the front foyer to see their student pass again. In the past, we have done this outside.</li><li>● Still looking for a good option that allows parents to see their child walk by.</li></ul>
Trunk or Treat	October 28th	<ul style="list-style-type: none"><li>● 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.</li><li>● Expecting more participation next year.</li></ul>
Fall Carnival	November 4th	<ul style="list-style-type: none"><li>● 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.</li><li>● 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.</li><li>● Next year, consider having an art/baking/craft contest with awards.</li><li>● Perhaps a pie eating contest would be fun.</li></ul>
Veterans Breakfast	November 10th	<ul style="list-style-type: none"><li>● Veteran family members were invited to join their</li></ul>



		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.