

State Public Charter School Authority

Freedom Classical Academy Elementary School

2025-2026 School Improvement Plan

Classification: 2 Star School

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.

Demographics & Performance Information

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 https://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/freedom_classical_academy_k-8/2024.

Table of Contents

Comprehensive Needs Assessment	4
Student Success	4
Adult Learning Culture	7
Connectedness	9
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	13
Inquiry Areas	14
Inquiry Area 1: Student Success	14
Inquiry Area 2: Adult Learning Culture	19
Inquiry Area 3: Connectedness	21
Schoolwide and Targeted Assistance Title I Elements	23
1.1: Comprehensive Needs Assessment	23
2.1: School Performance Plan (SPP) developed with appropriate stakeholders	23
2.2: Regular monitoring and revision	23
2.3: Available to parents and community in an understandable format and language	23
2.4: Opportunities for all children to meet State standards	23
2.5: Increased learning time and well-rounded education	23
2.6: Address needs of all students, particularly at-risk	23
3.1: Annually evaluate the schoolwide plan	24
4.1: Develop and distribute Parent Involvement and Family Engagement Policy	24
4.2: Offer flexible number of parent involvement meetings	24
5.1: Determine which students will be served by following local policy	24
Title I Personnel	25
Plan Notes	26
Community Outreach Activities	38
School Funding Summary	39
Addendums	45

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- 29.4% of our SPED students met Math AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment (Previous year: 5.8%)
- 16.6% of our EL students were proficient on the SBAC 2023-2024 Math assessment (Previous year: 19.3%)
- 11.7% of our SPED students met ELA AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment (Previous year: 16.6%)
- 22.2% of our EL students met ELA AGP(adequate growth percentile) Target on the SBAC 2023-2024 assessment. (Previous Year: 7.1%)
- 41% of our elementary teachers are teaching on a substitute license (Previous Year: 50%)
- 54% of Freedom Classical Academy's teachers regularly give lessons that engage their students as measured by administrative observations (Previous Year: 40%).

Student Success Areas for Growth

- Our math AGP dropped from 37% on the 2022-2023 SBAC assessment to 28% on the 2023-2024 SBAC assessment
- Only 16.6% of our EL students met Math AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment (Previous year: 28.5%)
- 16.6% of our EL students were proficient on the SBAC 2023-2024 Math assessment (Previous year: 19.3%)
- 11.7% of our SPED students met ELA AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment (Previous year: 16.6%)
- 10% of EL were proficient on the SBAC 2023-2024 ELA assessment (Previous year: 9.6%)
- 33.9% of EL met AGP on WIDA on the 2023-2024 assessment (Previous year, 43.2%)
- Parents are giving a high amount of negative feedback showing they are not understanding our school policies and procedures.
- 6% of our middle school students are chronically tardy

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students are making growth, but not reaching proficiency, especially in math.	Better training for Tier I teaching strategies for our general education teachers.
Foster/Homeless		

Student Group	Challenge	Solution
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
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 1 (Prioritized): 35% of our students met the Math AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.

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

Problem Statement 2 (Prioritized): 46% of our students met the ELA AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.

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

Problem Statement 3 (Prioritized): 27.7% of our SPED students met Math AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.

Critical Root Cause: 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.

Problem Statement 4 (Prioritized): 33.3% of our SPED students met ELA AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.

Critical Root Cause: Our SPED students' foundational reading skills are very weak.

Problem Statement 5 (Prioritized): 18.7% of our EL students met Math AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.

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

Problem Statement 6 (Prioritized): 34.3% of our EL students met ELA AGP(adequate growth percentile) Target on the SBAC 2024-2025 assessment.

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

Problem Statement 7: 56.4% of EL met AGP on WIDA on the 2024-2025 assessment.

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

Problem Statement 8: 23.7% of EL were proficient on the SBAC 2024-2025 ELA assessment.

Critical Root Cause: Tier I teachers are not implementing EL strategies in their instruction.

Adult Learning Culture

Adult Learning Culture Areas of Strength

- 59% of our teachers are working on a license in the area they are teaching.
- Most of our teachers who aren't licensed are working on an education program to get licensed.

Adult Learning Culture Areas for Growth

- 41% of our elementary teachers are teaching on a substitute license.
- 54% of Freedom Classical Academy's teachers regularly give lessons that engage their students as measured by administrative observations.

Adult Learning Culture 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 1 (Prioritized): Only 38% of Freedom Classical Academy's teachers are looking at assessments, determining what students are learning, and reteaching material as needed.

Critical Root Cause: This tends to be a high level skill for teachers and many of our teachers are new to this career. It needs to be taught and practiced.

Connectedness

Connectedness Areas of Strength

- Our chronic absenteeism rate continues to drop and is now at 10%

Connectedness Areas for Growth

- Parents are giving a high amount of negative feedback showing they are not understanding our school policies and procedures.
- 6% of our elementary school students are chronically tardy which is more than 15% of the school year.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	37% 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	56% of Black/African American students 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	44% 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 1 (Prioritized): Parents are giving a high amount of negative feedback showing they are not understanding our school policies and procedures.

Critical Root Cause: Teachers and parents are not unified in their understanding of the school policies and expectations.

Problem Statement 2: Our tardy rate is concerning. We have multiple students who come to school late every day.

Critical Root Cause: Teachers and parents are not unified in their understanding of the school policies and expectations.

Priority Problem Statements

Problem Statement 1: 35% of our students met the Math AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.

Critical Root Cause 1: Our teachers are using PLC time to plan, not analyze data and reteach material students aren't understanding.

Problem Statement 1 Areas: Student Success

Problem Statement 2: 46% of our students met the ELA AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.

Critical Root Cause 2: Our teachers are using PLC time to plan, not analyze data and reteach material students aren't understanding.

Problem Statement 2 Areas: Student Success

Problem Statement 3: 27.7% of our SPED students met Math AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.

Critical Root Cause 3: 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.

Problem Statement 3 Areas: Student Success

Problem Statement 4: 33.3% of our SPED students met ELA AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.

Critical Root Cause 4: Our SPED students' foundational reading skills are very weak.

Problem Statement 4 Areas: Student Success

Problem Statement 5: 34.3% of our EL students met ELA AGP(adequate growth percentile) Target on the SBAC 2024-2025 assessment.

Critical Root Cause 5: We are seeing more growth, but need to continue to give strong and consistent support.

Problem Statement 5 Areas: Student Success

Problem Statement 6: Only 38% of Freedom Classical Academy's teachers are looking at assessments, determining what students are learning, and reteaching material as needed.

Critical Root Cause 6: This tends to be a high level skill for teachers and many of our teachers are new to this career. It needs to be taught and practiced.

Problem Statement 6 Areas: Adult Learning Culture

Problem Statement 7: Parents are giving a high amount of negative feedback showing they are not understanding our school policies and procedures.

Critical Root Cause 7: Teachers and parents are not unified in their understanding of the school policies and expectations.

Problem Statement 7 Areas: Connectedness

Problem Statement 8: 18.7% of our EL students met Math AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment.

Critical Root Cause 8: EL coordinator focuses on language skills and many of our Tier I teachers are not implementing EL strategies in their math instruction.

Problem Statement 8 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- End-of-Unit Assessments
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Nevada Alternate Assessment (NAA)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs

Adult Learning Culture

- Administrator evaluation
- Coaching Logs
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional development needs assessment data
- School leadership data
- Student Climate Survey
- Teacher evaluation
- Teacher retention

Connectedness

- Attendance
- Demographic data
- Enrollment
- Perception/survey data
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the Spring 2025 NWEA MAP 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 assessment.

Aligns with District Goal

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

Improvement Strategy 1 Details	Status Checks		
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: mClass Intervention Reveal Math materials MobyMax Instructional aides Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 1: Strong: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf Problem Statements/Critical Root Cause: Student Success 1, 2 Resources and Funding Needed: MobyMax - General Funds - \$4,795	Status Check		
	Oct	Jan	May
	Revisions needed	No review	No review

SMART Goal 1 Problem Statements:

Student Success

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

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

Inquiry Area 1: Student Success

SMART Goal 2: By the Spring 2026 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 2025 to Spring 2026 MAP test.

Aligns with District Goal

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

Improvement Strategy 1 Details		Status Checks		
Improvement Strategy 1: Freedom Classical Academy's SPED department will use MobyMax for differentiating instruction and closing achievement gaps. SPP/APR 3 Assessment: Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards. STIP Goal 3: All students experience continued academic growth. Koch, W., Pandey, S., & Selvakumar, V. (2010). (publication). MobyMax Language Curriculum: A Strong, Evidence-Based Intervention for Improving Student Outcomes. Retrieved from https://data.mobymax.com/mc/documents/MPResearchLanguageStudyPaper.pdf . Action Steps: 1. Renew Moby Max subscription 2. Train teachers on effective use of Moby Max for differentiation 3. Analyze data to determine effectiveness Position Responsible: SPED Coordinator Resources Needed: MobyMax Chromebooks SPED Coordinator Case Manager Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 1: Strong: https://data.mobymax.com/mc/documents/MPResearchLanguageStudyPaper.pdf Problem Statements/Critical Root Cause: Student Success 3, 4 Resources and Funding Needed: SPED Coordinator - IDEA-B - \$76,556		Status Check		
		Oct	Jan	May
		In progress	No review	No review

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 3: 27.7% of our SPED students met Math AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment. Critical Root Cause: 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. Problem Statement 4: 33.3% of our SPED students met ELA AGP (adequate growth percentile) Target on the SBAC 2024-2025 assessment. Critical Root Cause: Our SPED students' foundational reading skills are very weak.

Inquiry Area 1: Student Success

SMART Goal 3: By the Spring 2026 NWEA MAP assessment, 50 percent of Freedom Classical Academy's EL students will meet or exceed their projected growth in reading from the Fall 2025 to Spring 2026 MAP test.

- Aligns with District Goal**
- Formative Measures:** NWEA MAP Growth Assessments - Benchmark given 3 times a year

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Ensure that teachers of English Learners receive specialized training and support in language education pedagogy, materials and 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 Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 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/Critical Root Cause: Student Success 6	Status Check		
	Oct	Jan	May
	In progress	No review	No review

SMART Goal 3 Problem Statements:

Student Success
Problem Statement 6: 34.3% of our EL students met ELA AGP(adequate growth percentile) Target on the SBAC 2024-2025 assessment. Critical Root Cause: 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 2025-2026 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.

Aligns with District Goal

Formative Measures: Coaching Logs
Administrator Evaluation

Improvement Strategy 1 Details	Status Checks		
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 Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 2: Moderate: https://www.sciencedirect.com/science/article/pii/S1877042813034460 Problem Statements/Critical Root Cause: Adult Learning Culture 1 Resources and Funding Needed: Instructional Coach - Title I, Pt. A - \$68,426.87	Status Check		
	Oct	Jan	May
	Revisions needed	No review	No review

Improvement Strategy 2 Details	Status Checks		
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 Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Level 2: Moderate: https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf	Status Check		
	Oct	Jan	May
	In progress	No review	No review

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Only 38% of Freedom Classical Academy's teachers are looking at assessments, determining what students are learning, and reteaching material as needed. Critical Root Cause: This tends to be a high level skill for teachers and many of our teachers are new to this career. It needs to be taught and practiced.

Inquiry Area 3: Connectedness

SMART Goal 1: During the 2025-2026 school year, Freedom Classical Academy will reduce the number of negative parent phone calls by 25 percent through improved communication and proactive family engagement strategies.

Aligns with District Goal

Formative Measures: Our front office team will track and monitor the frequency of negative parent phone calls through a tally system to identify trends and assess any necessary actions.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Provide information and training for families to support high expectations for their children's education. STIP Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated. https://www.tandfonline.com/doi/pdf/10.1080/00131911.2013.780009?needAccess=true Action Steps: 1. Determine a schedule of classes and learning opportunities for parents. 2. Find trainers and people to teach the classes. 3. Employ interpreters for parents of EL students 4. Determine childcare needs 5. Invite the parents 6. Purchase refreshments 7. Ask parents to complete a survey for each training 8. Analyze feedback and determine next steps. Position Responsible: Executive Director Resources Needed: Love and Logic Parent Training Interpreters Champions Babysitting Refreshments Schoolwide and Targeted Assistance Title I Elements: 4.1, 4.2 Evidence Level Level 2: Moderate: https://www.tandfonline.com/doi/pdf/10.1080/00131911.2013.780009?needAccess=true Problem Statements/Critical Root Cause: Connectedness 1	Status Check		
	Oct	Jan	May
	In progress	No review	No review

SMART Goal 1 Problem Statements:

Connectedness

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

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.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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
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

Plan Notes

Fund Source Budget's Tab: Replace "amount" with "0" or a projected number

03/13/2025: Special ed goal must be written for SY25-26 school year. Currently, the special ed goal is set to be achieved by the end of 24-25 school year. Additionally, please add baseline data to your special ed goal to demonstrate measurability. Baseline data is crucial in SMART goals because it provides a starting point to measure progress and determine whether the goal is achievable and realistic. Without baseline data, it is difficult to track improvements or assess the impact of actions taken.

03/13/2025: Please provide clarification on where IDEA-B funds will be used if it is not tied to the special ed goal. Thank you.

Problem Statement	Causes	Solutions
Math		

Problem Statement	Causes	Solutions
Elementary: 28.7% of our students met the Math AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment. (Previous year: 37%, on MAP we are at 44% met projected in winter), Middle School: 41.8% of our students met the Math AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment. (Previous year: 38.6%, on MAP we are at 51% met projected in winter).	Elementary • Learning to implement new math program. • Reveal is retraining students (and teachers) how to explain answers in mathematics. • Math vocabulary is needed to to understand the language of math. • Need to understand the purpose and "why" of math. • Teaching purpose of the lesson to the parents. • Lack of trust for new program. Middle School • Homework is not being completed by students • Students new to school come in very low in math ability Both • Fact fluency is lacking.	• Math Committee for all grade levels to plan vertically • Implement Professional Learning Communities (PLC). • Teach parents the purpose of the new math • Fidelity to the program • Fact Fluency Challenges • Parent University • Create “structured conversations” between teachers and parents about student learning multiple times per year. • Provide professional learning that is intensive, ongoing and connected to practice. • Provide instructional coaching. Middle School • Implement curriculum that is focused and coherent and based on the learning progressions that are foundational to algebra.

Problem Statement	Causes	Solutions
Elementary: 29.4% of our SPED students met Math AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment (Previous year: 5.8%, on MAP we are at 39% met projected in winter) Middle School: 7.1% of our SPED students met Math AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment (Previous year: 14.7%, on MAP we are at 43% met projected in winter).	• Learning new math program and how to apply it to struggling students • Heavy emphasis on reading and writing in the new program • Parental believe that SPED students should have an easier program instead of working harder to learn • Change in SPED teachers for grades 3-5	• Determine a system for teaching math to elementary students instead of just focusing on a couple of goals during the year • Consistency
Elementary: 16.6% of our EL students met Math AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment (Previous year: 28.5%) Middle School: 8.3% of our EL students met Math AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment (Previous year: 6.0%)	• Focus with our EL coordinator has been reading, writing, speaking, and listening. • EL students are struggling with the language in the new math program. • Teachers are not implementing Tier I EL strategies in the classroom	• We need to implement EL strategies included in the math program into our classrooms • Provide professional development on how to expand the academic language of English Learners • Provide high-quality professional development on bilingual education, dual language programs and effective instructional strategies.

Problem Statement	Causes	Solutions
Elementary: 16.6% of our EL students were proficient on the SBAC 2023-2024 Math assessment (Previous year: 19.3%, on MAP we are at 19% proficient) Middle School: 5.1% of our EL students were proficient on the SBAC 2023-2024 Math assessment (Previous year: <5%, on MAP we are at 0% proficient)	• Focus with our EL coordinator has been reading, writing, speaking, and listening. • EL students are struggling with the language in the new math program. • Teachers are not implementing Tier I EL strategies in the classroom	• We need to implement EL strategies included in the math program into our classrooms • More professional development on strategies for teaching EL students in Tier I setting • Provide professional development on how to expand the academic language of English Learners • Provide high-quality professional development on bilingual education, dual language programs and effective instructional strategies.
ELA		

Problem Statement	Causes	Solutions
Elementary: 39.4% of our students met the ELA AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment (Previous year: 33.6%, on MAP we are at 48% met projected in winter) Middle School: 18.9% of our students met the ELA AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment (Previous year: 18.1%, on MAP we are at % met projected in winter)	• Access Literacy was more oral, bringing back Skills/CKLA for K-2 and combining the skills will help. • Fluency in tricky words in younger grades needed improved • Parent support and involvement and library partnership added • Accountability for families is lacking • All classes aren't embracing the reading challenge • Lack of student interest in literature • Modeling of comprehension skills • 100% engagement • Disconnect with parents, what is being taught is not being reinforced at home.	• ELA Committee for all grade levels to plan vertically • Provide reading interventions (Tier 2). • Implement Professional Learning Communities (PLC). • Provide professional learning that is intensive, ongoing and connected to practice. • Provide instructional coaching. •

Problem Statement	Causes	Solutions
Elementary: 11.7% of our SPED students met ELA AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment (Previous year: 16.6%, on MAP we are at 29% met projected in winter) Middle School: 21.4% of our SPED students met ELA AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment (Previous year: 17.6%, on MAP we are at 42% met projected in winter)	Elementary School • Change in SPED teachers • Lack of consistency and a plan for helping students to grow their reading skills • Most of the SPED students are struggling to read Middle School • Change in SPED teachers • Disconnect between SPED teacher and general education teachers, so students were in class more Both • Parents believe that SPED should just be easier school for their children.	• Hire SPED teachers who support the program and have a belief that students can learn what other students learn with extra support and hard work • Instructional coach to support classroom management, teaching strategies, etc... • Literacy coach to support teaching literacy skills.

Problem Statement	Causes	Solutions
Elementary: 22.2% of our EL students met ELA AGP(adequate growth percentile) Target on the SBAC 2023-2024 assessment. (Previous Year the 7.1%, on MAP we are at 49% met projected in winter) Middle School: 18.9% of our EL students met ELA AGP (adequate growth percentile) Target on the SBAC 2023-2024 assessment. (Previous year:18.1%, on MAP we are at 49% met projected in winter)	• EL groups were inconsistently held due to health issues of EL coordinator • Needed EL program that supported reading, writing, speaking, and listening skills • EL students need better support in Tier I setting.	• <u>Provide focused, intensive small-group interventions for English learners determined to be at risk for reading problems.</u> • <u>Prioritize academic vocabulary instruction.</u> • <u>Ensure that the development of academic English is a key instructional goal for English Learners.</u> • <u>Provide professional development on how to expand the academic language of English Learners</u> • <u>Provide high-quality professional development on bilingual education, dual language programs and effective instructional strategies.</u>

Problem Statement	Causes	Solutions
Elementary: 10% of EL were proficient on the SBAC 2023-2024 ELA assessment (Previous year: 9.6%, on MAP we are at 15% proficient). Middle School: 12.8% of EL were proficient on the SBAC 2023-2024 ELA assessment (Previous year: 14.7%, on MAP we are at 8.8% proficient).	• EL groups were inconsistently held due to health issues of EL coordinator • Needed EL program that supported reading, writing, speaking, and listening skills • EL students need better support in Tier I setting.	• <u>Provide focused, intensive small-group interventions for English learners determined to be at risk for reading problems.</u> • <u>Prioritize academic vocabulary instruction.</u> • <u>Ensure that the development of academic English is a key instructional goal for English Learners.</u> • <u>Provide professional development on how to expand the academic language of English Learners</u> • <u>Provide high-quality professional development on bilingual education, dual language programs and effective instructional strategies.</u>

Problem Statement	Causes	Solutions
Elementary: 33.9% of EL met AGP on WIDA on the 2023-2024 assessment (Previous year, 43.2%). Middle School: 21.4% of EL met AGP on WIDA on the 2023-2024 assessment (Previous year, 50%).	• EL groups were inconsistently held due to health issues of EL coordinator • Needed EL program that supported reading, writing, speaking, and listening skills • EL students need better support in Tier I setting.	• Provide focused, intensive small-group interventions for English learners determined to be at risk for reading problems. • Prioritize academic vocabulary instruction. • Ensure that the development of academic English is a key instructional goal for English Learners. • Provide professional development on how to expand the academic language of English Learners • Provide high-quality professional development on bilingual education, dual language programs and effective instructional strategies.
Adult Learning Culture		

Problem Statement	Causes	Solutions
Elementary: 41% of our elementary teachers are teaching on a substitute license. Middle School: 40% of our middle school teachers are teaching on a substitute license.	• Lack of qualified, licensed applicants to fill open positions • Some substitutes are better than the licensed teachers • These teachers aren't fully trained for the classroom experience	• Regular check-ins with teachers to determine progress in educational program aimed at obtaining a license • Professional development focused on the basic expectations of a classroom teacher • Literacy coach to support all teaching of reading and writing • Instructional coach to support classroom management, math, and general teaching strategies
Elementary: 54% of Freedom Classical Academy's teachers regularly give lessons that engage their students as measured by administrative observations. Middle School: 42% of Freedom Classical Academy's teachers regularly give lessons that engage their students as measured by administrative observations.	• Misunderstanding of what good teaching looks like • Belief that a quiet classroom is a learning classroom. • Belief that if the teacher says it, the student should learn it • Lack of strategies and tools for student engagement	• Provide engaging learning experiences. • Professional development focused on effective teaching strategies • Literacy coach to support all teaching of reading and writing • Instructional coach to support classroom management, math, and general teaching strategies
Connectedness		

Problem Statement	Causes	Solutions
Parents are giving a high amount of negative feedback showing they are not understanding our school policies and procedures.	• Parent University not well attended • Teachers not on the same page with the school policies and student handbook • Disconnect with parents, what is being taught is not being reinforced at home. • Some teachers give a lot of support and contact while others give minimal support and contact.	• Setting clear boundaries • Set office hours as a school • Provide learning opportunities for families that enhance their capabilities, connections, confidence and cognition for partnerships (Parent University) • Better communication of Parent University and offered variety of days and times • Conduct frequent, in-person communication with families linked to teaching and learning goals • Create “structured conversations” between teachers and parents about student learning multiple times per year. • Provide information and training for families to support high expectations for their children’s education. • Provide parents with weekly text messages about their child’s progress. • Provide professional learning that is linked to student learning, relational, developmental, collective/collaborative

		and interactive.
Our tardy rate is concerning. We have multiple students who come to school late every day. Elementary: 6% of our elementary school students are chronically tardy which is more than 15% of the school year. Middle School: 5% of our middle school students are chronically tardy which is more than 15% of the school year. 37% Hispanic 56% Black/African American 14% Asian 3% White 44% IEP 37% LEP	• Students don't get out of bed early enough for school • Parents don't get out of bed early enough to get their kids to school • Students are left to get themselves and/or younger siblings ready for school • Parents have work hours that don't match school hours • Some students don't want to come to school • Students don't have a good bedtime or morning routine established	• Implement engaging activities at the start of class to encourage students to arrive on time. • Create initiatives that celebrate punctuality and positive attendance. • Teach the consequences of tardiness and how it affects the student. • Focus on employability skills which include punctuality • Provide breakfast to encourage more students to be on time • Maximize student attendance and participation.

Community Outreach Activities

Activity	Date	Lesson Learned
Meet the Teacher	August 7, 2025	
PAC Meeting / Title I Meeting	August 21, 2025	
Book Fair	August 25-28, 2025	
Literature Night	August 28, 2025	
Parent Teacher Conferences	September 17-18, 2025	
Castle Night	October 9, 2025	
Trunk or Treat	October 18, 2025	
Fall Carnival	October 24, 2025	
Costume Parade	October 30, 2025	
Veteran's Day Breakfast	November 6, 2025	
Holiday Movie Night	December 4, 2025	
Winter Concert	December 11, 2025	
Semester 1 Awards	January 8, 2026	
PAC Meeting	January 22, 2026	
Daddy-Daughter Dance	February 12, 2026	
Book Fair	February 23-26, 2026	
Parent Teacher Conferences	February 25-26, 2026	
Fun Run	March 12, 2026	
Night at the Museum	April 23, 2026	
Elementary School Spring Concert	April 29, 2026	
Mother-Son Dance	May 14, 2026	
Great American Challenge	May 18, 2026	
Kindergarten Promotion	May 19, 2026	
Semester Awards	May 20, 2026	

School 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					\$115,419.94
+/- Difference					\$38,863.94
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

Special Education EXN					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
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					\$90,880.00
+/- Difference					\$22,453.13
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					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$21,171.92
+/- Difference					\$21,171.92
Title III - ELL					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

Title III - ELL					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$22,903.98
+/- Difference					\$22,903.98
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

Project Aware					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
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

ARP ESSER CTE					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
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

Other (Specify source name within the strategy)					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$456,636.00
+/- Difference					\$456,636.00
Grand Total Budgeted					\$11,495,021.84
Grand Total Spent					\$149,777.87
+/- Difference					\$11,345,243.97

Addendums

READ BY GRADE 3 LOCAL LITERACY PLAN FOR THE 2025-2026 SCHOOL YEAR											
LOCAL PROGRAM CONTACT SECTION											
School District or Charter Organization:	Freedom Classical Academy				Date:		October 15, 2025				
Number of Sites Being Served?	1	Grade Spans Offered:	K-2	K-3	K-4	K-5	K-6	Other: X	K-8		
Read by Grade 3 Program Lead Information											
Name:	Melissa Hardman			Title:		Literacy Coach					
Phone #	702-533-1896 x 3111			Email Address:		mhardman@freedomclassical.org					
List the names and titles of the members of your Local Literacy Plan Team:											
Name:				Title:							
Jeremy Christensen				Director							
DeEllen Stowell				Assistant Director							
Melissa Hardman				Literacy Coach							
Kate Christensen				Instructional Coach							
Susannah Buckley				ELL Coordinator							
Did your program submit an LLP for the 2024-2025 school year?	YES	X	NO	If the answer is no, please fill out all sections accordingly.							
CHARTER ORGANIZATIONS ONLY: Who is your sponsor (SPCSA, District, etc.)?							SPCSA				
Introductory Section											
Are there any changes to the primary goals from the 2024-2025 Local Literacy plan? If yes, please write the updated 3-5 primary goals for the 2025-2026 school year below. If your LEA has never submitted a plan, please write 3-5 primary goals below.				Yes	X	No		Did not submit last year			

Goal 1: 70% of Freedom Classical Academy's K-5 students will meet their projected growth in Reading from the Fall 2025 to the Spring 2026 MAP test.										
Goal 2: Freedom Classical Academy will increase the number of students in 3rd-5th grade who score 40th percentile or higher on the NWEA MAP Reading Benchmark Assessment from 64% to 74%.										
Goal 3: Freedom Classical Academy will increase the number of EL students in 3rd-5th grade who score 40th percentile or higher on the NWEA MAP Reading Benchmark Assessment from 47% to 57%.										
READ BY GRADE 3 REQUIREMENT #1: LEA Plan for Implementing the Literacy Specialist Requirement										
In answering the following questions, provide an explanation on how your program plans to implement the role of the Read by Grade 3 Literacy Specialist as required in the Read by Grade 3 Act AB 289 (2019) and in the Read by Grade 3 Regulations (NAC 388.662 & 388.666).										
Are there any changes to any of the responses to questions 1-5 below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has never submitted a plan, please answer the questions below.	Yes	X	No		Did not submit it last year					
1. Describe how your program plans to ensure that the AB 289 Literacy Specialist Qualifications are met per AB 289 (2019) Section 2.1 (a), (b), (c), (d), (e).										
Melissa Hardman the literacy specialist is a licensed teacher. She has a masters in education with a reading endorsement. She has the knowledge to help improve the literacy of the pupils at Freedom Classical Academy. She worked with administration on the adoption of CKLA to improve our effective instruction of literacy. Successfully taught in a 1st grade classroom, teaching her students how to read, and successfully helping students who struggled with their literacy skills. Assesses and analyzes assessments to effectively help students to improve their literacy skills. Works with teachers and parents to build relationships and partnerships in the education of the students. Collaborates with administration to plan professional development and also provides professional development to improve Tier 1 and Tier 2 teaching in the classrooms. Assists teachers through the use of knowledge of the science of reading and resources for teaching literacy to elementary aged students.										

Describe how your program plans to establish and maintain the recommended Duties and Responsibilities of the Read by Grade 3 Literacy Specialist role per AB 289 (2019), Section 2.4 (c) and the recommended language for NAC 388.666.

Our literacy coach is designated as a literacy specialist. She is a licensed elementary teacher with a reading specialist endorsement. She trains and supervises 10 aides and guides them in small group instruction for groups of struggling students in K-5. She creates these groups using data obtained from mClass Amplify (Dibels) and NWEA MAP. She also created and oversees our schoolwide reading challenge. She mentors and coaches teachers in K-3 as well.

She attends a weekly meeting with the assistant director and her duties and responsibilities are discussed and assignments are given to be completed before the next meeting.

Describe how your program plans to ensure that all Read by Grade 3 Literacy Specialists receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (a) and the language of NAC 388.662.

Our literacy specialist is a licensed elementary teacher with a reading endorsement. She attends all required trainings as well as extra trainings to ensure that she is up to date with the latest research and requirements for children learning to read and teaching and coaching adults. She has participated in ALL in NV trainings, writing, vocabulary, Science of Reading, and others.

Describe your program's plan for guaranteeing that the Literacy Specialist consults with the site administrator and other literacy personnel to ensure that intervention services and intensive instruction are provided for students performing below grade level in reading (for as long as it is necessary) while these students are enrolled in the elementary setting per AB 289 (2019), Section 7. 2 (a).

The literacy specialist attends a weekly meeting with administration to ensure that interventions are intensive and being provided to students performing below grade level. Data from NWEA MAP and mClass Intervention is analyzed to determine the needs of the students.

Each month, teachers meet in achievement teams and the data that teachers gather through formative and summative assessment is discussed in even more detail to determine the needs of all students in their classroom and what is needed to help all students grow.

The literacy coach trains and meets with the interventionists regularly and guides them in what is needed to help each of their small groups.

Describe your program's procedures for facilitating collaboration between literacy specialists and classroom teachers per AB 289, Section 1 (d).

The literacy specialist attends weekly PLC meetings with grade level teachers to ensure all students performing below grade level in reading are getting the interventions they need to improve. We have also added monthly Achievement team meetings based on the writings of Steve and Michelle Ventura. Teachers have a monthly time to meet as a grade level or subject area and bring data from formative and summative assessments to analyze and set goals and next steps.					
The literacy coach monitors students who are receiving interventions to make sure they are completed along with their progress monitoring. If a student is not making progress, we meet to determine next steps that may include changing groups, trying new strategies, or referring for further testing to determine if there are learning disabilities that need to be addressed.					
READ BY GRADE 3 REQUIREMENT #2: LEA Plan for Implementing the Required Professional Learning for Elementary Teachers					
In answering the following question, explain how your program plans to implement the required professional learning for elementary school teachers as required in the Read by Grade 3 Act (AB 289-2019) and in the language for the Read by Grade 3 Regulations (NAC 388.664).					
Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has never submitted a plan please answer the questions below.					
Yes	X	No		Did not submit last year	
Describe how your program plans to ensure that all teachers employed by a school district or charter school to teach at an elementary school receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (b) and the language of NAC 388.664.					
Freedom Classical Academy has 2 weeks of training before school begins. This gives the teachers time to review the curriculum and receive training on the Science of Reading. We also have monthly professional development on the one Friday of each month. The Literacy Specialist works with administration to plan professional learning for teachers based on the needs observed. The Literacy Specialist also coaches individual teachers by taking them through the coaching cycle which includes setting and meeting goals to improve their classroom teaching. Coaches are using Jim Knight's Instructional Coaching approach. We have been able to increase the effectiveness of our teachers on their evaluations from 50% to 79%. We know this is being more effective as we were able to reach all three of our LLP goals last year. Interventionists meet bi-weekly with the literacy coach and are given guidance so they will be effective in their interventions.					
READ BY GRADE 3 REQUIREMENT #3: LEA Plan for Providing Intervention Services and Intensive Instruction for Elementary Students Performing Below Grade Level in Reading					

In answering the following questions, describe the systems and structures that your district or charter organization plans to put into place that will guarantee that intervention services and intensive instruction are being provided for elementary students who are performing below grade level in reading as required in the Read by Grade 3 Act – AB 289 (2019).

Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has never submitted a plan please answer the questions below.		Yes	X	No		Did not submit last year	
--	--	------------	----------	-----------	--	---------------------------------	--

What are the systems and structures that will be put into place to ensure intervention services and intensive instructions are provided for K-3 students who are performing below grade level in reading? Be sure to address regularly scheduled reading sessions in small groups and the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies).

Freedom Classical Academy has 10 interventionists. They work during school hours. They pull out 2 different groups of five students during the differentiation block of time. These students, who are below 40%ile on MAP Growth reading assessment, are able to get a 30 minute block of small group intervention four days a week. They are working on phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies. They also help with the progress monitoring of these students on a biweekly basis. These interventionists meet with the Literacy specialist on a weekly basis for additional training and guidance. As students are progress monitored every other week, the effectiveness of the intervention and adjustments can be made as needed.

69.1% of our students met their projected MAP growth in Reading from Fall 2024 - Spring 2025
 64% of our students scored in the 40th percentile or higher on the Spring 2025 NWEA MAP Reading Benchmark Assessment.
 47.4% of EL students scored 40th percentile or higher on the Spring 2025 NWEA MAP Reading Benchmark Assessment.

What are the systems and structures that will be put into place to ensure intervention services and intensive instructions are provided for 4-5 students who are performing below grade level in reading? Be sure to address regularly scheduled reading sessions in small groups and the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies).

Freedom has 10 interventionists. They all meet the qualifications of a paraprofessional either with enough college credits or with passing the ParaPro exam. They receive training during the first 2 weeks of school and attend biweekly meetings.

They work during school hours. They pull out 48 different groups of five to six students for 30 minutes daily. These students, who are below 40%ile on MAP Growth reading assessment, are able to get a 30 minute block of small group intervention four days a week. They are working on phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies. They also help with the progress monitoring of these students on a bi-weekly basis. These interventionists also meet with the Literacy specialist on a weekly basis. The interventionists spend the rest of the day between two classes where they provide support to the teachers and are able to help struggling students during lessons as needed.

Students are progress monitored every other week where the effectiveness of the intervention is determined and adjustments are made as needed. We also look at NWEA MAP Benchmark results to determine next steps as needed for the students.

READ BY GRADE 3 REQUIREMENT #4:

LEA Plan for Implementing an Assessment System Designed to Measure the Reading Proficiency of Elementary Students

In answering the following questions, explain the procedures that your program plans to use for assessing student proficiency in reading.

Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has never submitted a plan please answer the questions below.

Yes

X

No

Did not submit last year

Describe the procedures that your program plans to use for assessing the reading proficiency of all elementary students across all grade levels. These procedures require the use of valid and reliable standards-based assessments that have been approved by the Nevada State Board of Education per NRS 388.157.

All K-5 students at Freedom Classical Academy take the MAP Reading Growth Assessment three times a year in the fall, winter, and spring. Additionally, all students K-5 take the DIBELS assessment in a one on one situation 3 times a year. This oral reading assessment is then used to progress monitor students bi-weekly. All 3-5 grade students take the SBAC ELA Assessment in the spring.

This data is used to help interventionist provide daily lessons to students who are at risk. MClass Reading Interventions is able to take the DIBELS data and create new, unique lessons for students to complete on a daily basis based on up to date data from the progress monitoring. Freedom Classical Academy was able to show the most growth of proficiency on SBAC ever.

Describe how your program plans to assess all kindergarten students within the first 30 days of school or upon enrollment (if the student enrolls after that period and has not been previously assessed) per NRS 388.157.

Kindergarten students participated in the Teaching Strategies Gold KEA assessment. All kindergarten students took the MAP Reading Growth Assessment during the second week of school. They also were given DIBELS assessments one on one during the first month of school. These three assessments help us understand the academic abilities of the kindergarten students. This information is then used to put kindergarten students into small groups that began in September to begin interventions so students are supported from the beginning of the school year and do not fall behind. Teachers also use this data when they are teaching to guide their instruction.

THE IMPLEMENTATION ROADMAP								
Please complete the following Implementation Roadmap								
Are there any changes to any of the responses to the Implementation Roadmap from the 2024-2025 Local Literacy Plan? If yes, please write your updates below. If your LEA has never submitted a plan please fill out the Implementation Roadmap..				Yes	X	No		Did not submit last year
PRIMARY ACTIVITIES (5-7) What action steps will your LEA take to meet the goal(s) of the plan?		OUTCOME MEASURES How do you know the action step met its intended purpose?		Alignment to LLP Goal (s) (1, 2, 3, etc.)		ALIGNMENT TO READ BY GRADE 3 REQUIREMENTS (1, 2, 3, or 4)		
Literacy coach is the designated literacy specialist who will attend all required trainings and will ensure interventions are intensive and provided to students performing below grade level.		Freedom Classical Academy will increase the number of students in 3rd-5th grade who score 40th percentile or higher on the NWEA MAP Reading Benchmark Assessment from 64% to 74%. This goal is increased from 45% at the beginning of Fall 2024. Our goal was to bring the score up to 55% but we were able to bring it to 64%.		This aligns to LLP Goal 1 and 2		This aligns to RBG3 requirement # 1		

Literacy/Instructional coaches will support teachers with effective Tier 1 and Tier II instruction through coaching and effective professional development.	70% of Freedom Classical Academy's K-5 students will meet their projected growth in Reading from the Fall 2024 to the Spring 2025 MAP test. We were able to reach this goal during the 24/25 school year and want to continue having 70% of students meet their projected growth. As we continue to meet our projected growth with students we will have more students reaching proficiency.	This aligns to LLP Goal 1	This aligns to RBG3 requirement # 2
Freedom Classical Academy will provide Tier 2 reading interventions to students who score below the 40th percentile on the fall 2024 NWEA MAP Reading benchmark assessment.	Freedom Classical Academy will increase the number of students in 3rd-5th grade who score 40th percentile or higher on the NWEA MAP Reading Benchmark Assessment from 64% to 74%. In the 24/25 school year our goal was to go from 45% to 55% of students above 40 percentile on MAP testing. We were able to surpass that to 64%. Now we would like to increase it to 74% for the current school year.	This aligns to LLP Goal 1 and 2	This aligns to RBG3 requirement # 3
Freedom Classical Academy will provide focused, intensive small-group interventions for English learners determined to be at risk. These will be provided by our ELL coordinator and ELL aide.	Freedom Classical Academy will increase the number of EL students in 3rd-5th grade who score 40th percentile or higher on the NWEA MAP Reading Benchmark Assessment from 47% to 57%. In the 24/25 school year our goal was to increase from 34% to 44%. We were able to pass that to 47% and we have increased our goal another 10% for this school year.	This aligns to LLP Goal 3	This aligns to RBG3 requirement # 3

All students at Freedom Classical Academy will be assessed using the MAP Reading Growth Assessment three times annually in the fall,winter, and spring.	70% of Freedom Classical Academy's K-5 students will meet their projected growth in Reading from the Fall 2024 to the Spring 2025 MAP test. We were able to meet this goal and would like to continue with 70% of students meeting their growth goals. This should put more students at profeciency levels in 3 years.	This aligns to LLP Goal 1	This aligns to RBG3 requirement # 4
--	---	----------------------------------	--