

**State Public Charter School Authority**  
**Freedom Classical Academy Elementary School**  
**2024-2025 Status Check with Notes**



# 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 [http://nevadareportcard.nv.gov/DI/nv/state\\_public\\_charter\\_school\\_authority/freedom\\_classical\\_academy\\_k-8/2023/nspf/elem](http://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/freedom_classical_academy_k-8/2023/nspf/elem)

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# Goals


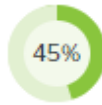
## Goal 1: Student Success



**Annual Performance Objective 1:** 70% of Freedom Classical Academy's students will meet their projected growth in Math and Reading from the Fall 2024 to the Spring 2025 MAP test.





**Evaluation Data Sources:** MAP Data

**Summative Evaluation:** Continue/Modify

**Next Year's Recommendation:** 60% of Freedom Classical Academy 's students will meet their projected growth in Math and Reading from the Fall 2025 to the Spring 2026 MAP test.

Improvement Strategy 1 Details	Status Checks
<p><b>Improvement Strategy 1:</b> Freedom Classical Academy will offer Moby Max as a resource to help close learning gaps for our students.</p> <p>STIP Goal 3: All students experience continued academic growth.</p> <p>Koch, W., Pandey, S., &amp; Selvakumar, V. (2010). (publication). MobyMax Language Curriculum: A Strong, Evidence-Based Intervention for Improving Student Outcomes. Retrieved from file:///Users/dstowell/Downloads/MPResearchLanguageStudyPaper.pdf.</p> <p><b>Formative Measures:</b> We expect that using MobyMax with fidelity will help close learning gaps and allow for all students to show growth on benchmark and state testing.</p> <p><b>Position Responsible:</b> Literacy Coach, Instructional Coach</p> <p><b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups</p> <p><b>- Evidence Level:</b> Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1, 2</p>	<p><b>Jan</b></p> <p> 45%</p> <p><b>January Lessons Learned</b></p> <p>All of our teachers and students are using this program for math and language arts. Teachers are really taking advantage of the fact fluency.</p> <p><b>January Next Steps/Need</b></p> <p>Continue use. Check on how teachers are using it and encourage them to use the data to help with planning for differentiation.</p> <p><b>Apr</b></p> <p> 45%</p> <p><b>April Lessons Learned</b></p> <p>Teachers and students are continuing to use the program. They may be depending on the computer too much to do the differentiation.</p> <p><b>April Next Steps/Need</b></p> <p>Further training in reading reports and applying the knowledge to their teaching.</p> <p><b>May</b></p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p>

Improvement Strategy 2 Details	Status Checks
<p><b>Improvement Strategy 2:</b> Freedom Classical Academy will provide students struggling with reading with interventions in word and pseudo-word reading, passage, reading, fluency, and reading comprehension.</p> <p>STIP Goal 3: All students experience continued academic growth.</p> <p>Gersten, R., Newman-Gonchar, R., Haymond, K., &amp; Dimino, J. (2017). What is the evidence base to support reading interventions for improving student outcomes in grades 1-3. <a href="https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2017271.pdf">https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2017271.pdf</a></p> <p><b>Formative Measures:</b> Students struggling with reading will get daily small group intervention for reading which will help close the gaps and help them improve their reading skills.</p> <p><b>Position Responsible:</b> Literacy Coach, Instructional Aides</p> <p><b>Student Groups This Strategy Targets:</b>  FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups  - <b>Evidence Level:</b>  Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1</p>	<p><b>Jan</b></p>  <p><b>January Lessons Learned</b></p> <p>225 students are being serviced by 10 aides. 51% of these students met their growth goal on winter MAP reading tests.</p> <p><b>January Next Steps/Need</b></p> <p>Continue working with small groups and monitoring the progress. They are now using mClass Intervention and like the program.</p> <p><b>Apr</b></p>  <p><b>April Lessons Learned</b></p> <p>Students continue to make progress. We like the mClass Intervention program.</p> <p><b>April Next Steps/Need</b></p> <p>Assess which students need to continue.</p> <p><b>May</b></p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p>

Improvement Strategy 3 Details	Status Checks
<p><b>Improvement Strategy 3:</b> Freedom Classical Academy will provide the Golden Sentinels program which will include structured and engaging learning opportunities and focuses on strengthening the students' connection to school.</p> <p>STIP Goal 3: All students experience continued academic growth.</p> <p><a href="https://portal.ct.gov/-/media/sde/essa-evidence-guides/best_practices_for_comprehensive_summer_school_programs">https://portal.ct.gov/-/media/sde/essa-evidence-guides/best_practices_for_comprehensive_summer_school_programs</a></p> <p><b>Formative Measures:</b> Weekly Coach Digital packets</p> <p><b>Position Responsible:</b> Instructional Coach</p> <p><b>Student Groups This Strategy Targets:</b> FRL, EL, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p><b>- Evidence Level:</b> Has Rationale</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 7</p>	<p><b>Jan</b></p> <p><b>January Lessons Learned</b></p> <p>67% of invited students are participating. They have been in it for 8 weeks as of winter MAP testing. 32% met projected growth in reading and 25% met projected growth in math.</p> <p><b>January Next Steps/Need</b></p> <p>We need to find more time to sit down with these students to give better feedback.</p> <p><b>Apr</b></p> <p><b>April Lessons Learned</b></p> <p>32% (23 out of 72) of students finished the program. 6% of those who finished met their growth in math. 67% (4 out of 6) of those who finished met their growth in reading</p> <p><b>April Next Steps/Need</b></p> <p>Continue to evaluate the effects of the intervention when SBAC data is available. Review methods for retaining students in the program and encourage completion.</p> <p><b>May</b></p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	





**Goal 1: Student Success**

**Annual Performance Objective 2:** 50% of Freedom Classical Academy's SPED students will achieve a minimum of 61 percentile for growth in Math or Reading from the Fall 2024 to the Spring 2025 MAP test.

**Evaluation Data Sources:** MAP Data

**Summative Evaluation:** Continue

**Next Year's Recommendation:** Update improvement strategies.

Improvement Strategy 1 Details	Status Checks
<p><b>Improvement Strategy 1:</b> Freedom Classical Academy's SPED department will use MobyMax for differentiating instruction and closing achievement gaps.</p> <p>SPP/APR 3 Assessment: Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards.</p> <p>STIP Goal 3: All students experience continued academic growth.</p> <p>Koch, W., Pandey, S., &amp; Selvakumar, V. (2010). (publication). MobyMax Language Curriculum: A Strong, Evidence-Based Intervention for Improving Student Outcomes. Retrieved from file:///Users/dstowell/Downloads/MPResearchLanguageStudyPaper.pdf.</p> <p><b>Formative Measures:</b> SPED students will close the achievement gap and meet growth expectations.</p> <p><b>Position Responsible:</b> SPED Coordinator</p> <p><b>Student Groups This Strategy Targets:</b> Students with Disabilities, Racial/Ethnic Groups</p> <p>- <b>Evidence Level:</b> Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 3, 4</p>	<p><b>Jan</b></p> <p><b>January Lessons Learned</b> Not all SPED teachers are using MobyMax as planned.</p> <p><b>January Next Steps/Need</b> New teachers hired for grades 3-5 and 6-8 humanities. Training for these new teachers will take place so they understand what is expected and how to best help their students with the resources they are provided.</p> <p><b>Apr</b></p> <p><b>April Lessons Learned</b> 33% of students made 61%ile of growth or higher in reading. 29% of students made 61%ile of growth or higher in math.</p> <p><b>April Next Steps/Need</b> Continue moving forward with the different programs we are using. MobyMax can be used, but it won't be the only program.</p> <p><b>May</b></p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p>
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue           </p>	





**Goal 2: Adult Learning Culture**

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

**Evaluation Data Sources:** Staff Data

**Summative Evaluation:** Discontinue with Correct

**Next Year's Recommendation:** Change the goal to increase number of teachers with full teaching license.

Improvement Strategy 1 Details	Status Checks
<p><b>Improvement Strategy 1:</b> Freedom Classical Academy will adopt a four-day school week.</p> <p>STIP Goal 2: All students have access to effective educators.</p> <p>Morton, E. (2023, April 14). What the research tells us about four-day school weeks. <a href="https://www.nwea.org/blog/2023/what-the-research-tells-us-about-four-day-school-weeks/">https://www.nwea.org/blog/2023/what-the-research-tells-us-about-four-day-school-weeks/</a></p> <p><b>Formative Measures:</b> A four-day school week is expected to support teacher's mental and physical health by providing them extra time to plan, prepare, and take care of things in their personal lives. PD and extra PLC time will be given every month to provide extra support to the teachers.</p> <p><b>Position Responsible:</b> Executive Director, Assistant Director</p> <p><b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups - <b>Evidence Level:</b> Promising</p> <p><b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1, 2</p>	<p><b>Jan</b></p> <p><b>January Lessons Learned</b> While the 4 day week is working out well for all stakeholders, there were things outside our control that caused our turnover to rise.</p> <p><b>January Next Steps/Need</b> Review our goal and plan something more realistic.</p> <p><b>Apr</b></p> <p><b>April Lessons Learned</b> The four-day school week helped with our teacher retention and recruitment prior to the school year. Events happening during the school year have led to significant turnover outside of our control.</p> <p><b>April Next Steps/Need</b> Work on improving and supporting the teachers we have.</p> <p><b>May</b></p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p>
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue           </p>	

**Goal 3: Connectedness**

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







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

**Summative Evaluation:** Discontinue with Correct

**Next Year's Recommendation:** Create a goal for better connections with the families.

Improvement Strategy 1 Details	Status Checks
<p><b>Improvement Strategy 1:</b> Freedom Classical Academy's instructional coach will work with all developing teachers to meet instructional goals and improve classroom teaching.</p> <p>STIP Goal 2: All students have access to effective educators.</p> <p>Devine, M., Houssemand, C., &amp; Meyers, R. (2013, October 21). Instructional coaching for teachers: A strategy to implement new practices in the classrooms. ScienceDirect.com. <a href="https://www.sciencedirect.com/science/article/pii/S1877042813034460">https://www.sciencedirect.com/science/article/pii/S1877042813034460</a></p> <p><b>Formative Measures:</b> Teachers will receive the support they need to help improve their student engagement skills. By improving the teachers' engagement skills, the students will learn and grow more. Students and parents will report that students find classes more exciting, that students can relate to the lessons, and that students are assessed in a variety of ways.</p> <p><b>Position Responsible:</b> Instructional Coach</p> <p><b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups</p> <p>- <b>Evidence Level:</b> Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1, 2 - Adult Learning Culture 2 - Connectedness 1</p>	<p><b>Jan</b></p> <p><b>January Lessons Learned</b></p> <p>The instructional coach has observed the classrooms and has worked with some teachers to help them work towards their goals. She actively helps plan professional development activities. A few teachers are resistant towards her help. Time also plays a factor as she is also helping with data diving, sports, and the Golden Sentinels program.</p> <p><b>January Next Steps/Need</b></p> <p>Work on focusing the instructional coach's time on working with the teachers.</p> <p><b>Apr</b></p> <p><b>April Lessons Learned</b></p> <p>Competing priorities and assignments limit instructional coach's time in the classroom, though time is still spent in classrooms. Some teachers are resistant to coaching while others are receptive. High staff stress limits how much pressure can be applied without losing staff.</p> <p><b>April Next Steps/Need</b></p> <p>Consider ways to find time in the classroom with teachers.</p> <p><b>May</b></p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p>



Improvement Strategy 2 Details	Status Checks
<p><b>Improvement Strategy 2:</b> Freedom Classical Academy will provide research-based professional learning that emphasizes student engagement and connects students with the curriculum.</p> <p>STIP Goal 2: All students have access to effective educators.</p> <p>Darling-Hammond, L., Hyler, M. E., Gardner, M., &amp; Espinoza, D. (2017). Effective teacher professional development. Learning Policy Institute. <a href="https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf">https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf</a></p> <p><b>Formative Measures:</b> Students will be more actively involved in their learning and love school more.</p> <p><b>Position Responsible:</b> Assistant Director</p> <p><b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups</p> <p>- <b>Evidence Level:</b> Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1, 2 - Adult Learning Culture 1, 2 - Connectedness 1</p>	<p><b>Jan</b></p> <p> <b>January Lessons Learned</b></p> <p>Most of our teachers are actively working on being more engaging in the classroom. 49% rate established in engagement. 45% rate in process in engagement and are working to improve. 6% are rarely engaging their students.</p> <p><b>January Next Steps/Need</b></p> <p>We will continue to work with the teachers who need to improve their classroom engagement so all students are engaged in the classroom throughout the day.</p> <p><b>Apr</b></p> <p> <b>April Lessons Learned</b></p> <p>We are seeing consistent engagement in the classroom. The professional development has given the teachers the tools they need to help the students be engaged in the classroom.</p> <p><b>April Next Steps/Need</b></p> <p>Continue planning professional development that helps the teachers gain the tools they need to be successful in the classroom.</p> <p><b>May</b></p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	