State Public Charter School Authority

Freedom Class Academy Middle School

2025-2026 Status Checks 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 enviironment that promotoes 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/md

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: 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.

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: Improvement Strategy 1EditRemove Freedom Classical Academy will offer Moby Max as a resource to help close learning gaps for our students. 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:** Instructional Coach **Resources Needed:** Moby Max Chromebooks **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 1, 2	**Oct:** In progress **October Lessons Learned** 39.6% of students met their projected growth in math and 64% of students met their projected growth in reading. **October Next Steps/Need** Raise our reading goal to 70% meeting the projected growth. Continue use of MobyMax and other tools including small group lessons. Determine a more robust math intervention plan. **Jan:** In progress **January Lessons Learned** Grades 6-8, we are at 44% of our students meeting their projected growth target in math and 57% meeting their projected growth target in reading. They are improving, but need to keep encouraging their students. **January Next Steps/Need** We will train the teachers in close reading and encourage them to keep implementing what they have learned for student engagement and rigor so more students will meet their growth goals. **May:** No review **May Lessons Learned** **May Next Steps/Need**

Inquiry Area 1: Student Success

SMART Goal 2: Freedom Classical Academy's will increase from 42% to 50% or their SPED students achieving a minimum of 61 percentile for growth in Math or Reading from the Fall 2025 to the 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
SPED 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
	Oct: In progress
	
	October Lessons Learned
	33.7% of students met their projected growth in math and 27.7% of students met their projected growth in reading.
	
	October Next Steps/Need
	Continue with consistency and the plan to use MobyMax, Reveal, and other resources.
	
	Jan: In progress
	
	January Lessons Learned
	Grades 6-8 have 18% of their students have met their projected growth gaols for both reading and math.
	
	January Next Steps/Need
	We need to work to have our general education and SPED departments on the same page and working together to help our students with IEPs to be successful. We also will focus on growth mindset and the belief that they can do hard things for not only the students, but also their families and teachers.
	
	May: No review
	
	May Lessons Learned
	
	May Next Steps/Need

Inquiry Area 1: Student Success

SMART Goal 3: 60% of Freedom Classical Academy's EL students will meet their projected growth in Reading from the Fall 2025 to the 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: Improvement Strategy 1EditRemove
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: 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
	Oct: In progress
	
	October Lessons Learned
	41% of students are meeting their projected growth targets.
	
	October Next Steps/Need
	Continue to use the TEAMS curriculum and add in Tier I training for EL students in the classroom.
	
	Jan: Revisions needed
	
	January Lessons Learned
	Our EL students are doing great! 57% of grade 6-8 students met or exceeded their projected growth in reading. Goal is met!
	
	January Next Steps/Need
	We will revise the goal to 60% for grades 6-8.
	
	May: No review
	
	May Lessons Learned
	
	May Next Steps/Need

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Freedom Classical Academy will increase the number of teachers with effective student engagement from 50% to 80% as measured by administrator annual evaluations.

Aligns with District Goal

Formative Measures: Coaching Logs
Cognia Student Surveys
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
	Oct: Revisions needed
	
	October Lessons Learned
	Middle school teacher retention is 83.3% and engagement has increased to 83%
	
	October Next Steps/Need
	Increase goal to 91% and continue to reinforce and give tools to the teachers to help them keep students engaged in the classroom.
	
	Jan: In progress
	
	January Lessons Learned
	Our middle school engagement has decreased to 67%. Many teachers are relying on packets and computers to teach their students.
	
	January Next Steps/Need
	We will continue to give professional development to support student engagement and add observations focused on student engagement.
	
	May: No review
	
	May Lessons Learned
	
	May Next Steps/Need

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
    Problem Statements/Critical Root Cause: Adult Learning Culture 1
	Oct: In progress
	
	October Lessons Learned
	Professional development is determined based on data and the needs of the teachers so they can be more effective in the classroom. Engagement has increased and teachers are more confident.
	
	October Next Steps/Need
	Continue to offer research based professional development including training on the Science of Reading.
	
	Jan: In progress
	
	January Lessons Learned
	We are continuing to offer professional development on Teach Like a Champion and Science of Reading.
	
	January Next Steps/Need
	We are going to add extra training on Close Reading to encourage additional successful reading strategies in all classrooms.
	
	May: No review
	
	May Lessons Learned
	
	May Next Steps/Need

Inquiry Area 3: Connectedness

SMART Goal 1: Freedom Classical Academy will decrease the percentage of negative parent phone calls by 25% from Q1 to Q4 of the 2025-2026 school year.

> **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 learning opportunities for families that enhance their capabilities, connections, confidence and cognition for partnerships. STIP Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated. https://sedl.org/pubs/framework/FE-Cap-Building.pdf **Action Steps:** 1. Determine a schedule of classes and learning opportunities for parents. 2. Find trainers and people to teach the classes. 3. Determine childcare needs 4. Invite the parents 5. Purchase refreshments 6. Ask parents to complete a survey for each training 7. Analyze feedback and determine next steps. **Position Responsible:** Executive Director **Resources Needed:** Love and Logic Parent Training Champions Babysitting Refreshments **Schoolwide and Targeted Assistance Title I Elements:** 4.1, 4.2 **Evidence Level** Level 4: Demonstrate Rationale: https://sedl.org/pubs/framework/FE-Cap-Building.pdf **Problem Statements/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** There has been improvement in some areas of parent feedback, but still a lack of understanding of the importance of high and reasonable expectations of the students. **October Next Steps/Need** Determine a way to track parent feedback. Determine ways to encourage positive interactions between parents and teachers. Provide supports to teachers to set healthy boundaries. **Jan:** In progress **January Lessons Learned** We are seeing a decrease in negative feedback. Teachers are being proactive in their communication. Parents seem to like ParentSquare for communication. **January Next Steps/Need** We are going to encourage more Parent Positivity through the following: 1. Participation 2. Proactive Communication 3. Positive Recognition 4. Partnership **May:** No review **May Lessons Learned** **May Next Steps/Need**