

State Public Charter School Authority
Freedom Class Academy Middle 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/md

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Goals

Goal 1: Student Success

Aligns with District Priority

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

Aligns to the following state priorities:

Literacy in K-3, Math in 4-8

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 Sprint 2026 MAP test.

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: Freedom Classical Academy will offer Moby Max as a resource to help close learning gaps for our students.</p> <p>STIP Goal 3: All students experience continued academic growth.</p> <p>Koch, W., Pandey, S., & Selvakumar, V. (2010). (publication). MobyMax Language Curriculum: A Strong, Evidence-Based Intervention for Improving Student Outcomes. Retrieved from file:///Users/dstowell/Downloads/MPResearchLanguageStudyPaper.pdf.</p> <p>Formative Measures: We expect that using MobyMax with fidelity will help close learning gaps and allow for all students to show growth on benchmark and state testing.</p> <p>Position Responsible: Literacy Coach, Instructional Coach</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 2</p>	<p>Jan</p> <p>January Lessons Learned 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>January Next Steps/Need Continue use. Check on how teachers are using it and encourage them to use the data to help with planning for differentiation.</p> <p>Apr</p> <p>April Lessons Learned Teachers and students are continuing to use the program. They may be depending on the computer too much to do the differentiation. Further training in reading reports and applying the knowledge to their teaching.</p> <p>April Next Steps/Need</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 2: Adult Learning Culture

Aligns with District Priority

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%.

Aligns to the following state priorities:

Workforce

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>Improvement Strategy 1: Freedom Classical Academy will adopt a four-day school week.</p> <p>STIP Goal 2: All students have access to effective educators.</p> <p>Morton, E. (2023, April 14). What the research tells us about four-day school weeks. https://www.nwea.org/blog/2023/what-the-research-tells-us-about-four-day-school-weeks/</p> <p>Formative Measures: A four-day school week is expected to support teacher's mental and physical health by providing them extra time to plan, prepare, and take care of things in their personal lives. PD and extra PLC time will be given every month to provide extra support to the teachers.</p> <p>Position Responsible: Executive Director, Assistant Director</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1, 2</p>	<p>Jan</p> <p> 5%</p> <p>January Lessons Learned 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>January Next Steps/Need Review our goal and plan something more realistic.</p> <p>Apr</p> <p>April Lessons Learned The four-day school week has been successful in some areas, but did not help with reducing our in-year teacher turnover.</p> <p>April Next Steps/Need Work on improving and supporting the teachers we have.</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 3: Connectedness

Aligns with District Priority

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.

Aligns to the following state priorities:

Workforce

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

Improvement Strategy 2 Details	Status Checks
<p>Improvement Strategy 2: Freedom Classical Academy will provide research-based professional learning that emphasizes student engagement and connects students with the curriculum.</p> <p>STIP Goal 2: All students have access to effective educators.</p> <p>Darling-Hammond, L., Hyler, M. E., Gardner, M., & Espinoza, D. (2017). Effective teacher professional development. Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf</p> <p>Formative Measures: Students will be more actively involved in their learning and love school more.</p> <p>Position Responsible: Assistant Director</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 2 - Adult Learning Culture 2 - Connectedness 1</p>	<p>Jan</p> <p> January Lessons Learned</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>January Next Steps/Need</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>Apr</p> <p> April Lessons Learned</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>April Next Steps/Need</p> <p>Continue planning professional development that helps the teachers gain the tools they need to be successful in the classroom.</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	