

**State Public Charter School Authority**  
**Freedom Classical Academy Elementary 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 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](https://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/freedom_classical_academy_k-8/2024).

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# 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
<p><b>Improvement Strategy 1:</b> Freedom Classical Academy will provide explicit and systematic intervention instruction.</p> <p>STIP Goal 3: All students experience continued academic growth.</p> <p><a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf</a></p> <p><b>Action Steps:</b> 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.</p> <p><b>Position Responsible:</b> Literacy Coach, Instructional Coach</p> <p><b>Resources Needed:</b> mClass Intervention Reveal Math materials MobyMax Instructional aides</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Evidence Level</b> Level 1: Strong: <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf</a></p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1, 2</p>	<p><b>Oct:</b> Revisions needed</p> <p><b>October Lessons Learned</b> In elementary, 44% of students met their projected growth in math and 67.8% of students met their projected growth in reading. MobyMax is one tool that is being used to help with this growth, but needs to be accompanied with small group lessons and other tools from the curriculum.</p> <p><b>October Next Steps/Need</b> 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.</p> <p><b>Jan:</b> In progress</p> <p><b>January Lessons Learned</b> In K-2, we are exceeding our goal with 68% of students meeting or exceeding their projected growth target in math. For reading, they have almost reached the goal of 70% meeting their projected growth target.</p> <p>Grades 3-5, we are at 52% of our students meeting their projected growth target in math and 56% meeting their projected growth target in reading. They are improving, but need to keep encouraging their students.</p> <p><b>January Next Steps/Need</b> 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.</p> <p><b>May:</b> No review</p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p>

## 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
<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 <a href="https://data.mobymax.com/mc/documents/MPResearchLanguageStudyPaper.pdf">https://data.mobymax.com/mc/documents/MPResearchLanguageStudyPaper.pdf</a>.</p> <p><b>Action Steps:</b> 1. Renew Moby Max subscription 2. Train teachers on effective use of Moby Max for differentiation 3. Analyze data to determine effectiveness</p> <p><b>Position Responsible:</b> SPED Coordinator</p> <p><b>Resources Needed:</b> MobyMax Chromebooks SPED Coordinator Case Manager</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Evidence Level</b> Level 1: Strong: <a href="https://data.mobymax.com/mc/documents/MPResearchLanguageStudyPaper.pdf">https://data.mobymax.com/mc/documents/MPResearchLanguageStudyPaper.pdf</a></p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 3, 4</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> In elementary, 33.7% of students met their projected growth in math and 27.7% of students met their projected growth in reading.</p> <p><b>October Next Steps/Need</b> Continue with consistency and the plan to use MobyMax, uFli, and Core Knowledge.</p> <p><b>Jan:</b> In progress</p> <p><b>January Lessons Learned</b> K-2 has 32% in math and 24% in reading who have reached their projected growth goals. 3-5 has 16% of their students have met their projected growth goals for both reading and math.</p> <p><b>January Next Steps/Need</b> 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.</p> <p><b>May:</b> No review</p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p>

## Inquiry Area 1: Student Success

**SMART Goal 3:** By the Spring 2026 NWEA MAP assessment, 78 percent of Freedom Classical Academy's EL K-2 students and 60% of Freedom Classical Academy's EL 3-5 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
<p><b>Improvement Strategy 1:</b> Ensure that teachers of English Learners receive specialized training and support in language education pedagogy, materials and resources.</p> <p>STIP Goal 2</p> <p><a href="https://portal.ct.gov/-/media/SDE/ESSA-Evidence-Guides/lavery_nutta_and_youngblood_analyzing_student_learning_gains_to_evaluate_differentiated_teacher_prep.pdf">https://portal.ct.gov/-/media/SDE/ESSA-Evidence-Guides/lavery_nutta_and_youngblood_analyzing_student_learning_gains_to_evaluate_differentiated_teacher_prep.pdf</a></p> <p><b>Action Steps:</b> 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</p> <p><b>Position Responsible:</b> Assistant Director, EL Coordinator</p> <p><b>Resources Needed:</b> 1. EL Professional Development Resources</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p> <p><b>Evidence Level</b> Level 2: Moderate: <a href="https://portal.ct.gov/-/media/SDE/ESSA-Evidence-Guides/lavery_nutta_and_youngblood_analyzing_student_learning_gains_to_evaluate_differentiated_teacher_prep.pdf">https://portal.ct.gov/-/media/SDE/ESSA-Evidence-Guides/lavery_nutta_and_youngblood_analyzing_student_learning_gains_to_evaluate_differentiated_teacher_prep.pdf</a></p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 6</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> 32.6% of students are meeting their projected growth targets.</p> <p><b>October Next Steps/Need</b> Continue to use the TEAMS curriculum and add in Tier I training for EL students in the classroom.</p> <p><b>Jan:</b> Revisions needed</p> <p><b>January Lessons Learned</b> Our EL students are doing great! 73% of K-2 students and 56% of 3-5 students met or exceeded their projected growth in reading. Goal is met!</p> <p><b>January Next Steps/Need</b> We will revise the goal to 78% for K-2 and 60% for 3-5.</p> <p><b>May:</b> No review</p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p>

## 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
<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>Action Steps:</b> 1. Determine teachers who need coaching 2. Meet with teachers 3. Set goals 4. Arrange observations and model lessons 5. Follow up on goals</p> <p><b>Position Responsible:</b> Instructional Coach</p> <p><b>Resources Needed:</b> Instructional Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Evidence Level</b> Level 2: Moderate: <a href="https://www.sciencedirect.com/science/article/pii/S1877042813034460">https://www.sciencedirect.com/science/article/pii/S1877042813034460</a></p> <p><b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1</p>	<p><b>Oct:</b> Revisions needed</p> <p><b>October Lessons Learned</b> Elementary teacher retention is 91.6% and engagement has increased to 79%.</p> <p><b>October Next Steps/Need</b> Increase goal to 87% and continue to reinforce and give tools to the teachers to help them keep students engaged in the classroom.</p> <p><b>Jan:</b> In progress</p> <p><b>January Lessons Learned</b> Our engagement has increased to 83%. Most teachers are on target and working to implement what they have learned.</p> <p><b>January Next Steps/Need</b> We will continue to give professional development to support student engagement and add observations focused on student engagement.</p> <p><b>May:</b> No review</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>Action Steps:</b> 1. Determine needed professional development 2. Schedule professional development 3. Analyze effect of professional development</p> <p><b>Position Responsible:</b> Assistant Director</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Evidence Level</b> Level 2: Moderate: <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>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> 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.</p> <p><b>October Next Steps/Need</b> Continue to offer research based professional development including training on the Science of Reading.</p> <p><b>Jan:</b> In progress</p> <p><b>January Lessons Learned</b> We are continuing to offer professional development on Teach Like a Champion and Science of Reading.</p> <p><b>January Next Steps/Need</b> We are going to add extra training on Close Reading to encourage additional successful reading strategies in all classrooms.</p> <p><b>May:</b> No review</p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p>

### 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
<p><b>Improvement Strategy 1:</b> Provide information and training for families to support high expectations for their children's education.</p> <p>STIP Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p> <p><a href="https://www.tandfonline.com/doi/pdf/10.1080/00131911.2013.780009?needAccess=true">https://www.tandfonline.com/doi/pdf/10.1080/00131911.2013.780009?needAccess=true</a></p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"><li>1. Determine a schedule of classes and learning opportunities for parents.</li><li>2. Find trainers and people to teach the classes.</li><li>3. Employ interpreters for parents of EL students</li><li>4. Determine childcare needs</li><li>5. Invite the parents</li><li>6. Purchase refreshments</li><li>7. Ask parents to complete a survey for each training</li><li>8. Analyze feedback and determine next steps.</li></ol> <p><b>Position Responsible:</b> Executive Director</p> <p><b>Resources Needed:</b> Love and Logic Parent Training Interpreters Champions Babysitting Refreshments</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 4.1, 4.2</p> <p><b>Evidence Level</b> Level 2: Moderate: <a href="https://www.tandfonline.com/doi/pdf/10.1080/00131911.2013.780009?needAccess=true">https://www.tandfonline.com/doi/pdf/10.1080/00131911.2013.780009?needAccess=true</a></p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> 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.</p> <p><b>October Next Steps/Need</b> 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.</p> <p><b>Jan:</b> In progress</p> <p><b>January Lessons Learned</b> We are seeing a decrease in negative feedback. Teachers are being proactive in their communication. Parents seem to like ParentSquare for communication.</p> <p><b>January Next Steps/Need</b> We are going to encourage more Parent Positivity through the following: <ol style="list-style-type: none"><li>1. Participation</li><li>2. Proactive Communication</li><li>3. Positive Recognition</li><li>4. Partnership</li></ol></p> <p><b>May:</b> No review</p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p>