

**State Public Charter School Authority**  
**Freedom Class Academy Middle School**  
**2024-2025 Status Check with Notes**



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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

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> <b>January Lessons Learned</b> 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> 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><b>April Lessons Learned</b></p> <p><b>April Next Steps/Need</b></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:** 75% 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.

**Aligns to the following state priorities:**

Literacy in K-3, Math in 4-8

**Evaluation Data Sources:** MAP Data

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></p> <p><b>April Next Steps/Need</b></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**

**Aligns with District Priority**

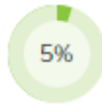




**Annual Performance Objective 1:** In the 2024-2025 school year, Freedom Classical Academy will decrease the turnover of teachers during the school year from 22% to 5%.

**Aligns to the following state priorities:**

Workforce

**Evaluation Data Sources:** Staff Data

**Summative Evaluation:** Discontinue with Correct

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</p> <p>- <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>5%</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></p> <p><b>April Next Steps/Need</b></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**

**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:** Continue

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> Adult Learning Culture 2 - Connectedness 1</p>	<p><b>Jan</b></p> <div data-bbox="1276 662 1381 760"> <p>30%</p> </div> <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><b>April Next Steps/Need</b></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 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><b>April Next Steps/Need</b></p> <p><b>May</b></p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p>
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