

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



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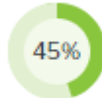
Goals


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.

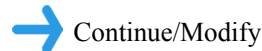
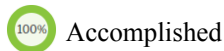
Evaluation Data Sources: MAP Data

Summative Evaluation: Continue

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</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1, 2</p>	<p>Jan</p> <p>January Lessons Learned</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>January Next Steps/Need</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>Apr</p> <p>April Lessons Learned</p> <p>April Next Steps/Need</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 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., & Dimino, J. (2017). What is the evidence base to support reading interventions for improving student outcomes in grades 1-3. https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2017271.pdf</p> <p>Formative Measures: 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>Position Responsible: Literacy Coach, Instructional Aides</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	<p>Jan</p> <p> January Lessons Learned 225 students are being serviced by 10 aides. 51% of these students met their growth goal on winter MAP reading tests.</p> <p>January Next Steps/Need Continue working with small groups and monitoring the progress. They are now using mClass Intervention and like the program.</p> <p>Apr</p> <p>April Lessons Learned</p> <p>April Next Steps/Need</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>
















Improvement Strategy 3 Details	Status Checks
<p>Improvement Strategy 3: 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>https://portal.ct.gov/-/media/sde/essa-evidence-guides/best_practices_for_comprehensive_summer_school_programs</p> <p>Formative Measures: Weekly Coach Digital packets</p> <p>Position Responsible: Instructional Coach</p> <p>Student Groups This Strategy Targets: FRL, EL, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Has Rationale</p> <p>Problem Statements/Critical Root Causes: Student Success 7</p>	<p>Jan</p> <p> January Lessons Learned 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>January Next Steps/Need We need to find more time to sit down with these students to give better feedback.</p> <p>Apr</p> <p>April Lessons Learned</p> <p>April Next Steps/Need</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</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
















Improvement Strategy 1 Details	Status Checks																
<p>Improvement Strategy 1: 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., & 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: SPED students will close the achievement gap and meet growth expectations.</p> <p>Position Responsible: SPED Coordinator</p> <p>Student Groups This Strategy Targets: Students with Disabilities, Racial/Ethnic Groups - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Student Success 3, 4</p>	<table border="0"> <tr> <td data-bbox="1297 428 1360 456">Jan</td> <td data-bbox="1570 428 1871 456">January Lessons Learned</td> </tr> <tr> <td data-bbox="1276 461 1381 565"></td> <td data-bbox="1415 461 2011 493">Not all SPED teachers are using MobyMax as planned.</td> </tr> <tr> <td></td> <td data-bbox="1570 513 1871 540">January Next Steps/Need</td> </tr> <tr> <td></td> <td data-bbox="1415 550 2011 672">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.</td> </tr> <tr> <td data-bbox="1297 691 1360 719">Apr</td> <td data-bbox="1583 691 1858 719">April Lessons Learned</td> </tr> <tr> <td></td> <td data-bbox="1583 745 1858 773">April Next Steps/Need</td> </tr> <tr> <td data-bbox="1297 802 1360 829">May</td> <td data-bbox="1583 802 1858 829">May Lessons Learned</td> </tr> <tr> <td></td> <td data-bbox="1583 855 1858 883">May Next Steps/Need</td> </tr> </table>	Jan	January Lessons Learned		Not all SPED teachers are using MobyMax as planned.		January Next Steps/Need		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.	Apr	April Lessons Learned		April Next Steps/Need	May	May Lessons Learned		May Next Steps/Need
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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




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>	<table border="0"> <tr> <td data-bbox="1297 488 1381 618">Jan </td> <td data-bbox="1415 488 2018 618"> <p>January Lessons Learned</p> <p>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> </td> </tr> <tr> <td></td> <td data-bbox="1415 634 2018 699"> <p>January Next Steps/Need</p> <p>Review our goal and plan something more realistic.</p> </td> </tr> <tr> <td data-bbox="1297 716 1381 748">Apr</td> <td data-bbox="1415 716 2018 748"> <p>April Lessons Learned</p> </td> </tr> <tr> <td></td> <td data-bbox="1415 764 2018 797"> <p>April Next Steps/Need</p> </td> </tr> <tr> <td data-bbox="1297 813 1381 846">May</td> <td data-bbox="1415 813 2018 846"> <p>May Lessons Learned</p> </td> </tr> <tr> <td></td> <td data-bbox="1415 862 2018 894"> <p>May Next Steps/Need</p> </td> </tr> </table>	Jan 	<p>January Lessons Learned</p> <p>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</p> <p>Review our goal and plan something more realistic.</p>	Apr	<p>April Lessons Learned</p>		<p>April Next Steps/Need</p>	May	<p>May Lessons Learned</p>		<p>May Next Steps/Need</p>
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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: Continue

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: Student Success 1, 2 - Adult Learning Culture 2 - Connectedness 1</p>	<table border="0"> <tr> <td data-bbox="1283 509 1381 649" style="text-align: center; vertical-align: middle;"> <p>Jan</p>  </td> <td data-bbox="1381 509 2028 649"> <p style="text-align: center;">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> </td> </tr> <tr> <td colspan="2" data-bbox="1283 649 2028 779"> <p style="text-align: center;">January Next Steps/Need</p> <p>Work on focusing the instructional coach's time on working with the teachers.</p> </td> </tr> <tr> <td data-bbox="1283 779 1381 893" style="text-align: center; vertical-align: middle;"> <p>Apr</p> </td> <td data-bbox="1381 779 2028 893"> <p style="text-align: center;">April Lessons Learned</p> <p style="text-align: center;">April Next Steps/Need</p> </td> </tr> <tr> <td data-bbox="1283 893 1381 1006" style="text-align: center; vertical-align: middle;"> <p>May</p> </td> <td data-bbox="1381 893 2028 1006"> <p style="text-align: center;">May Lessons Learned</p> <p style="text-align: center;">May Next Steps/Need</p> </td> </tr> </table>	<p>Jan</p> 	<p style="text-align: center;">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 style="text-align: center;">January Next Steps/Need</p> <p>Work on focusing the instructional coach's time on working with the teachers.</p>		<p>Apr</p>	<p style="text-align: center;">April Lessons Learned</p> <p style="text-align: center;">April Next Steps/Need</p>	<p>May</p>	<p style="text-align: center;">May Lessons Learned</p> <p style="text-align: center;">May Next Steps/Need</p>
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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 1, 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>April Next Steps/Need</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>
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