



# FPA Continuous Strategic Improvement Plan

(February 2020)

Freedom Preparatory Academy's Accreditation Team has reviewed all the information in the Standards and Key Concepts document and summaries provided by Cognia. Using the data and information compiled in this tool, as well as the data compiled in the survey and inventories analysis we conducted, we have made the determination to focus on the following items over the next five years as we work to continuously improve our school in each of the following three domains:

## **Leadership Capacity**

Due to recent changes in the governing board structure and turn over in board members the board has not participated in regular board trainings that are required by the state charter board. Yearly retreats are held that focus on yearly goals and evaluations of the Executive director, but more needs to be done to train board members on effective governance.

While parental and community engagement is growing, there are limited measures to analyze the parent and community engagement in FPA's mission, vision and values. Stakeholder engagement is a high priority for our leadership team. Steps are being taken to better communicate the mission and vision of the school to parents and the community. The school has reached out to professional agencies to help develop systems, tools, and methods to better share the mission of the school and to improve community involvement in fulfilling that mission.

## **Learning Capacity**

Implementing competency-based learning strategies in the classroom is important in allowing students a voice and choice in their learning. Understanding the effectiveness of new and innovative learning methods can be achieved by measuring student learning outcomes and comparing them to past measurements.

By making one of our Learning Capacity focuses math, we feel we will be able to realize the same positive results that we are seeing in English literacy. We will have the added benefit of specific measures to mark our implementation progress. Using data to identify learner needs, making informed decisions with longitudinal data, and understanding how schoolwide decisions are affecting the attitude and beliefs of teachers and learners, will help FPA on its path of continual improvement.

## **Resource Capacity**

Collecting and analyzing data is a high priority in determining the effective use of our resources. Focusing on specific resources including: professional development, teacher induction, and the use of resources and materials which align with the school's improvement plan; will help us determine how effectively these resources are used.

## Leadership Capacity:

In reviewing Domain1 on Leadership Capacity, the committee identified three areas of focus for our continuous improvement plan:

### **Over the next five years, Freedom Preparatory Academy Secondary will:**

*Increase governing board trainings in effective governance.*

◦ This can be achieved through the following action items:

- Supporting participation in UAPCS board trainings throughout the year.
- Continue in-house trainings such as Land Trust, Open Public Meetings, and other current trainings that happen annually.
- Increase the governing board attendance at the annual state charter school conference.

*Improve measurement tools to gauge stakeholder engagement in FPA's mission, vision and values.*

◦ This can be achieved through the following action items:

- Updating the current surveys aimed at collecting data on stakeholder engagement in FPA's current mission, vision and values.
- Collect data in ways other than surveys about the understanding of FPA's mission, vision and values with in the five Freedom Learning Academies.

*Create a system to start collecting data for our Academy programs*

- indicating the number of students in each academy per year
- the number of students persisting through the academy experience
- the number of certificates and internships completed
- and the number of graduates in our first 4-year Academy cohort in 2023.

## Learning Capacity

In reviewing Domain 2 on Learning Capacity, the committee identified four areas of focus for our continuous improvement plan:

**Over the next five years, Freedom Preparatory Academy Secondary will:**

### **Increase opportunities for innovative learning which allow students a voice and choice in demonstrating their competencies.**

- Train teachers on the use of competency-based practices that allow students to have a voice and choice in their learning.
- Implement micro-pilots that incorporate competency-based practices in the classroom that reflect innovative learning methods.

### **Measure the effect of the innovative methods implemented on student learning outcomes over time.**

- Train teachers on how to review and reflect on our formative and summative data more frequently, so that data driven decision making becomes a more solid component of our school culture and expectations.
- Harvest past data and collect new data on student learning outcomes to create valid and concise longitudinal records.

### **Help teachers grow in their ability to analyze and use the data from the ACT-Aspire Interim assessments to meet student learning needs.**

◦ *This can be achieved through the following action items:*

- Providing specific professional development to train teachers in interpreting and using ACT-Aspire data for meeting learner needs and setting “percent proficient” goals based on this data.
- Measuring the effect of adjusted teaching strategies by closely analyzing ACT Aspire data from term to term to see the areas we need to improve to meet our “percent proficient” goals.

### **Improve our high school Math Literacy.**

◦ *This can be achieved through the following action items:*

- Using adaptive individualized learning tools such as Imagine Math to find and address gaps in all high school grades.
- Carefully review curriculum maps for the high school’s math curriculum for alignment to state and ACT standards, and revise as needed.
- Creating rubrics that are well aligned to the objectives and standards being taught.
- Encouraging collaborative projects that include math literacy in other curriculum areas starting with Computer Science.

◦ *In order to measure our progress in these areas we will:*

- Train our high school teachers in adaptive learning software and measure the number of lessons completed on average at every grade level per quarter.
- Work with high school math teachers and provide time for these teachers to update their curriculum maps to better align with Mathematics Vision Project curriculum and State standards. Review these curriculum maps with administrators as part of yearly teacher improvement goals.
- Provide professional development on creating rubrics for project evaluations and student feedback at least once per school year.
- Provide at least two opportunities for teachers to collaborate in creating rubrics for every high school math class over the school year.
- Work with grade level teams to create collaborative projects that will provide students with at least one opportunity to use math in the context of Computer Science.

## **Over the next five years, Freedom Preparatory Academy Elementary will:**

### *Close gaps in literacy education.*

- Due to the school closure in the spring, our students have fallen behind in their reading instruction. Some grade levels have up to 70% of students performing below grade-level.
- To combat this issue, we have personalized reading instruction and assisted students in goal setting on individualized student success plans. The success plans document current reading performance, the end goal we hope the student will achieve, and action steps to accomplish the goal.
- Students also receive a personalized learning plan through pathways of progress in Acadience testing. The teacher sets indicators for each student marking current reading performance and the scope of growth expected before the next testing window.
- Through the use of personalized adaptive programs such as Lexia, we also hope to see increases in reading proficiency.

### *Fully adopt a new math program and begin to see increase in math test scores.*

- Freedom Prep's elementary campuses are currently piloting a new math program. We anticipate the full adoption of this program, which makes a shift towards creative math problem solving rather than rote memorization.
- Teachers are awaiting further training and will become skilled at placing students in appropriate math levels. In these levels, students receive tailored instruction to meet them in their current state of math competency.
- Through the personalized and adaptive program Dreambox, students also progress at their own pace on their own areas of growth.
- Student success plans also have a math component much like literacy, which provides a place for students to set goals and track progress.

### *Better meet the needs of English Language Learners and Special Education students.*

- These two student population groups can be challenging to elicit sustainable growth from. They have a different set of challenges and need more personalized and differentiated instruction.
- Teachers are trained in different methods to reach these student groups. Special education teachers present regularly on effective response to intervention techniques. They also work very closely with general education teachers to ensure specific goals in the IEP are met and followed.
- English language learners are provided one on one or small group tutoring to help improve skills in the areas of reading, writing, speaking, and listening.

## Resource Capacity

In reviewing Domain 3 on Resource Capacity, the committee identified three areas of focus for our continuous improvement plan:

### **Over the next five years, Freedom Preparatory Academy will:**

*Put systems in place to collect data and analyze the effectiveness of professional development.*

° This will be achieved by the following action items:

- Administer exit surveys and follow-up surveys to professional development participants that measure teacher engagement in these trainings
- Add questions specific to the implementation of professional development trainings on the Student and Teacher Inventories to be administered yearly
- Review Eleot data to inform professional development training

*Collect and analyze data to inform improvements in teacher induction, mentoring and coaching programs.*

° This will be achieved through new teacher surveys given at the start and end of each school year that gauge the following:

- How supported new-teachers feel by mentors and other colleagues
- How effective new-teachers are at both planning and implementing a variety of teaching best practices
- How well new-teachers understand school systems and protocols
- How many new-teachers are retained yearly and why or why not
- What additional supports new-teachers would like to have in their teaching

*Collect longitudinal data to inform the ongoing improvement of resources and materials that align with the school's improvement plan.*

° This will be achieved in the following ways:

- Develop a brief emergency succession history to inform new leaders of what has been done in the past and why
- Identify and remove resources, material, curriculum and programs that are outdated