



FPA Schoolwide Success Plan

01-13-2022

TITLE I, PART A SCHOOLWIDE PLAN	
Name of LEA and School: Freedom Preparatory Academy	Date: 1-13-2021
Mission We help students experience success by teaching them to think critically, connect socially, and serve selflessly.	Vision We envision a world where every K-12 student has a learning path that is unique to them.
COMPONENT #1: NEEDS ASSESSMENT	
PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN	
Plan- Identify purpose, desired outcomes, and success criteria	<p>FPA will gather a representative stakeholder team and identify the purpose of conducting a needs assessment, the desired outcome of identifying strengths and weaknesses and determine what will be used as success criteria.</p> <p>FPA will gathering quantitative and qualitative data from multiple sources including state assessments, internal assessment tools, school surveys, school counselor data, accreditation information, and other stake-holder input and create a team to review and analyze the data.</p> <p>FPA will analyze and review best practices for a comprehensive schoolwide needs assessment and select the format best suited for our purposes. The success criteria will be in the creation of a needs assessment that sheds light on the needs of our entire school program and emphasizes helping our struggling learners meet state standards.</p> <p>The following areas of strength and weakness have been identified in our needs assessment:</p> <ul style="list-style-type: none"> • At the elementary level, K-5, it was determined that second grade literacy and 3-5th math were areas of weakness and that our greatest area of strength was the growth in ELA scores overall despite the school closure for the pandemic. • For FPA’s secondary level, 6-12, the greatest area of weakness was middle school math, and the greatest area of strength and growth was in our high school ELA program.

Do- Implement intended outcomes	<p>As determined by our School Needs assessment, our goals include the following:</p> <ol style="list-style-type: none"> 1. Increase math scores as measured in the Utah RISE Summative Assessment in grades 3rd through 8th by 3% 2. Increase the number of students at grade-level proficiency on the Acadience reading assessment. First grade's goal is to increase students' nonsense whole word reading fluency by 3% from the previous year, the 2nd and 3rd grade goal is to increase students' accuracy by 4% from the previous year 3. Increase our EL (English Learner) students' fluency rate by 2% from last school year as measured on the WIDA test <p>(For our March Stakeholder meeting, we will look at adding more goals for high school and review and revise the goals in elementary as needed.)</p>
Study- Reflect on implementation of intended plan and student outcomes	FPA will reconvene our team of representative stakeholders mid-year to reflect on the needs-assessment processes and practices in preparation to complete a needs assessment for the upcoming school year.
Act- Identify action steps to adjust the original plan	Practices in place will be reviewed, revised, and adjusted as needed in the collection and analysis of student, teacher, staff, and community data to give the most accurate picture of our current schoolwide practices and programs and to determine greatest needs and strengths moving forward.
COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES	
PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES	
Plan- Identify purpose, desired outcomes, and success criteria	<p>The FPA Schoolwide Plan committee will determine which schoolwide research-based practices, programs and procedures best address the identified needs and/or continue supporting our strengths. Desired outcomes and success criteria include:</p> <ul style="list-style-type: none"> • Outcome: A well-rounded education for all FPA students • Success Criteria: Affirmation via student, parent and staff surveys that FPA offers a well-rounded educational experience for all students
Do- Implement intended outcomes	<p>The following practices, programs and procedures have been determined to best address the current needs of FPA students and staff:</p> <ul style="list-style-type: none"> • Counseling and mental health support-Counselors and our social workers will meet with students individually and provide small group SEL (Social Emotional Learning) support • College and career readiness-Every November is dedicated to College and Career awareness with many college-preparation activities • Tiered behavioral support • Preschool transition support

	<ul style="list-style-type: none"> Professional development for staff- FPA’s secondary school has a teacher academy each week to address at-risk student needs. The PLC (Professional Learning Community) meetings have two agenda items, discussing at-risk students and collecting/assessing student data. FPA’s elementary schools use a late start Tuesday to incorporate ongoing professional development As part of our PCBL (Personalized Competency Based Learning) planning year, a group of selected teachers are reviewing and determining essential standards to use schoolwide, and piloting personalized instructional strategies in the classroom Student tracking systems are in place to monitor student progress with paraprofessionals for both math and language arts. This is helpful in identifying at-risk students FPA’s secondary has an after-school success team intervention program for all students wanting additional academic help, and in-school math lab/intervention classes for students identified to be at-risk in math
Study- Reflect on implementation of intended plan and student outcomes	FPA’s Schoolwide planning committee of stakeholders will reflect mid-year on how the above bulleted programs, practices and procedures are coming along, and determine which ones need additional bolstering and support.
Act- Identify action steps to adjust the original plan	FPA’s team will adjust our schoolwide improvement plans as needed by reflecting on the progress of the above programs, practices, and procedures. Once needed changes are identified, our team will meet to create or adjust specific action steps.
COMPONENT #3: ACTIVITIES TO ENSURE MASTERY	
PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY	
Plan- Identify purpose, desired outcomes, and success criteria	<p>PLC leaders, SPED leaders, ELL (English Language Learners) teachers, Key professional staff, Counselors, parents, and administrators will collect and review both academic and non-academic data to plan what practices best support our most at-risk students and when to work individually with these students.</p> <p>Desired outcomes and success criteria include:</p> <ul style="list-style-type: none"> Outcome: Improve math and literacy summative assessment scores, particularly with our students who are economically disadvantaged, have learning disabilities, and English language learners Success Criteria: When compared with students not in the above demographic groups, the gap in achievement will be less than 10% for both math and English
Do- Implement intended outcomes	SMART goals in math, literacy and English language development will be developed and address the needs of our most struggling students towards our desired learning

	<p>outcomes. These SMART goals will include the implementation of adaptive, research-based math and literacy programs and practices such as the following:</p> <ul style="list-style-type: none"> • Continuing to implement Eureka Math, Open-Up/Illustrative Math, Dreambox Math, Zearn, and MVP math • Continuing to implement No Red Ink in the secondary school • Hiring Paraprofessionals to support each grade level in math and literacy • Hiring Paraprofessionals to support transitioning between grades, schools, and support college and career preparation • Hiring EL Paraprofessionals to develop strategies to better utilize Ellevation, Rosetta Stone, and Lexia English with our EL student population • AmeriCorps tutors- These tutors will work specifically with a caseload of assigned students struggling in Engling or math, determine specific gaps and needs, provide tutoring in identified areas, and track progress <p>Students identified as at-risk in math and literacy are monitored for progress with adaptive programs and paraprofessionals.</p>
<p>Study- Reflect on implementation of intended plan and student outcomes</p>	<p>FPA will reflect on the challenges and strengths to address in each of the school programs identified to help us reach our SMART goals. Determinations on whether our practices and programs are helping us reach our intended outcomes will be made in our mid-year stakeholder meeting. This committee will also reflect on the Professional Development in use and/or needed to help teachers implement literacy and math support programs for struggling students.</p> <p>One challenge FPA faces is finding enough highly qualified paraprofessionals to monitor and track individual student progress.</p>
<p>Act- Identify action steps to adjust the original plan</p>	<p>Formative data will be gathered as we study and reflect on our ongoing implementations and the effect they are having on our struggling students. FPA will adjust our original plan as needed.</p> <p>Additionally, FPA will determine what professional developments are needed and improve recruiting practices to find more highly qualified paraprofessionals in a timely manner.</p>
<p>COMPONENT #4: COORDINATION AND INTERGRATION</p>	
<p>PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES</p>	
<p>Plan- Identify purpose, desired outcomes, and success criteria</p>	<p>FPA will plan our integration of services by coordinating and tracking funding between grants and programs to avoid overlap and ensure funds are used appropriately to create the highest impact for student learning.</p>
<p>Do- Implement intended outcomes</p>	<p>FPA will use all school grants and WPU monies to support the SMART goals outlined in this plan.</p>
<p>Study- Reflect on</p>	<p>In reflecting on past practices in FPA’s integration and coordination between</p>

implementation of intended plan and student outcomes	programs, there was a strong need to ensure the business office and grant coordinator were communicating on processes and expenditures with the new systems in place.
Act- Identify action steps to adjust the original plan	FPA will streamline purchasing processes and procedures to ensure all account purchases are in the correct place and accounted for. Adjustments to our tracking system will be made as needed throughout each school year to accurately account for all our program expenditures, especially those tied to Title IA or our other grants listed below.

Budget Narrative:

Freedom Preparatory Academy, (FPA), will continue to use our Title I funds to provide each grade level with at least one paraprofessional to work with struggling students in reading and/or math. FPA continues to use Title I funds for off-site, on-site, and virtual professional development opportunities to increase teachers' effectiveness in delivering research based best practices in their classroom.

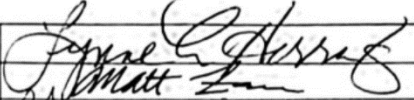

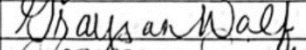
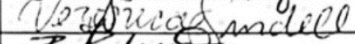
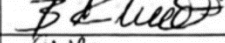

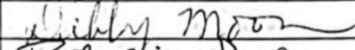




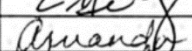
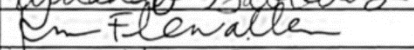
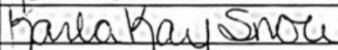
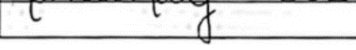
A portion of FPA's Title I budget has been set aside for supplies and materials until we complete middle of the year testing and can reevaluate the academic needs of our students. Additionally, we are planning to continue our summer school program to help students close their academic learning gaps.

FPA will use our Title I funds to provide each grade level (1st through 5th grade) with at least one paraprofessional to assist struggling readers throughout the school year. This individualized instruction is essential in helping our students reach grade level expectations.

FPA will also continue to braid our Title III and Title I funds to provide our secondary students with a full-time licensed EL teacher and an EL paraprofessional at the elementary. This will allow us to improve the quality of the program, by increasing time and frequency of intervention services for these students.

Our Secondary School continues to focus on getting all students on-track for on-time graduation. The secondary will use Title I funding to provide credit recovery, before and after school tutoring, and supplemental academic materials as needed.

Title I Schoolwide Planning Team Name Signatures:

Director	Lynne Herring	
Principal-Secondary	Matt Fullmer	
Principal-Elementary	Grayson Wolf	
FPA2 Faculty Member	Veronica Sundell	
FPA2 Faculty Member	Buddy Ivie	
FPA1 Faculty Member	Becky Burton	
FPA1 Faculty Member	Debby Moon	
FPA2 Parent Representative	Trish Pedroza	
FPA2 Parent Representative	Clair Miranda	
FPA1 Parent Representative	Emma Pope	
FPA1 Parent Representative	Erin Pyne	
Business Representative	Chris Helvey	
Counselor	Amanda Gabbitas	
Academic Dean/Title I Director	Kim Flewallen	
Elementary Curriculum Director	Karla Kay Snow	
Virtual Learning Facilitator	Alisha Walters	