

2017-2020 STRATEGIC PLAN



FRIENDSHIP ACADEMY
OF THE ARTS
Where friendship and academic excellence meet

February 2, 2018

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Introduction

Friendship Academy of the Arts (FAA) was founded in 2001 by a group of community leaders committed to addressing the dire opportunity gap for African-American students in Minnesota; since then, the school has become a beacon of quality within the charter-school landscape in the state. In 2016, FAA was one of just five schools in Minnesota to be named a *National Blue Ribbon School* by the U.S. Department of Education. Schools are nominated for the award by a state's Department of Education, and FAA applied for and was granted status as an Exemplary High Performing School—which places FAA among the top schools statewide.

In 2012 and 2014, FAA was recognized as a *Reward School* by the Minnesota Department of Education, performing in the top 15% of all Title I schools in the state. In 2013, FAA was recognized as a *Celebration School*, a designation awarded by MDE to schools for their efforts to increase student achievement. Additionally, FAA was recognized three times in the past five years as a *Beating the Odds School* by the Minneapolis-based Star Tribune newspaper.

Over the years, FAA has steadily increased its number of students, and currently 170 scholars attend the school in grades K-6. Located in South Minneapolis, students are drawn from South and North Minneapolis, Brooklyn Park and Brooklyn Center, and the school is at full capacity. Among FAA scholars, 96% are African-American and 80% qualify for Free/Reduced Lunch. There has long been a strong demand to expand to middle-school grades from the parents/guardians of the student population, and FAA is now poised for growth. With a positive track record of academic achievement and a highly committed staff, the school is well-positioned to take on the challenge of expansion in order to achieve the mission with a greater number of students. In the spring of 2017, FAA embarked on a process to develop a three-year strategic plan to prepare for expansion to a two-campus model in order to serve 450 students.

One of the key findings of the strategic planning process was the need to create clarity and consistency relative to academic strategies and cultural practices at the school. Knowing that this was an issue, FAA faculty and staff developed The Friendship Way in the summer of 2017, and began implementation during the professional development session at the start of the 2017/2018 school year. This model provides the foundation for “how things are done at FAA” and is further described in the section on the School Model (page 17), as well as other references throughout this plan.

School Overview

Mission, Vision and Beliefs

As a part of the strategic planning process, FAA's Mission, Vision and Belief statements were reviewed and refined.

FAA Mission

To educate children to be confident, competent and creative citizens.

FAA Vision

Empowering scholars to be lifelong leaders and learners by developing the whole child socially, emotionally, academically and artistically.

FAA Beliefs

Our beliefs about the value of all people:

- *Every person deserves respect.*
- *Each person's intrinsic value is non-negotiable.*
- *Every student possesses the potential to learn.*

Our beliefs about our educational experience:

- *High standards stimulate achievement.*
- *Higher-level thinking and social skills are developed through exploration and self-discovery.*
- *Arts integration enhances the learner intellectually and culturally.*
- *Leadership is a critical life skill that must be intentionally developed.*
- *Family involvement is critical to learning.*

Our beliefs about the impact of our school:

- *Learning is a lifelong process.*
- *Education provides access to unlimited opportunities.*

School Leadership

Dr. B. Charvez Russell, FAA's Executive Director, serves as the chief academic and chief operational leader; he has a clear vision for the future of the school and is well respected internally and externally. He has demonstrated a passion for the future growth of Friendship Academy of the Arts and is well-positioned to successfully implement growth plans.

The school also benefits greatly from the skills and experience of dedicated volunteers and leaders whose roles often exceed the expectations of their formal titles. Many of these people have been serving FAA for years and their on-going contributions are central elements to the school's culture and success. A key example is the school's Operations Support person whose background is provided below—she is a retired principal with extraordinary background and skills in academics, student behavior and the arts.

Dr. B. Charvez Russell – Executive Director

Executive Director, Friendship Academy, 2015 – Present; Friendship Academy Teacher 2014-15

Education has always been at the forefront for Dr. Russell. After graduating from Mississippi College with a Bachelor of Science Degree in Biology, he started his professional career in Canton, Miss., teaching algebra for a year in an alternative high-school setting. The following year (2002), Dr. Russell moved to Minnesota to explore an opportunity. Upon arrival, he continued to teach math in addition to science to middle-school students at Cityview Community School, a Minneapolis public school. While teaching for three years, Dr. Russell earned an MBA from the University of Phoenix. He then joined Avis Budget Group's leadership team for 8½ years, during which time he earned a Doctorate of Management in Organizational Leadership from the University of Phoenix. He returned to education in 2014 as a teacher at Friendship Academy of the Arts, and became the Executive Director in August 2015. Dr. Russell is an inspiring leader who brings his business acumen, classroom and broader experience into play as he charts the course for Friendship Academy.

Nell Collier – Operations Support

Operations Support, 2015 – Present; Friendship Academy Executive Director 2012-2015

Nell Collier was born in Montego Bay, Jamaica, West Indies. Her passion is excellence in academic achievement and success for all students, especially urban students. Mrs. Collier retired from Minneapolis Public Schools as a principal in 2006 after 39 years of service. She was a consultant and mentor for 12 years with the National Urban Alliance for Effective Education at Columbia University, as well as serving as a consultant for many other educational organizations. She has founded and led several educational programs and serves as an adjunct faculty member at Mankato State University (now Minnesota State University, Mankato).

Mrs. Collier has been connected with Friendship Academy of the Arts since its inception. She was Executive Director for school years 2012/13 through 2014/15; she currently mentors the Executive Director and other key staff members and is a member of the Academic Committee while also serving in the capacity of Operations Support for the school. Mrs. Collier earned her Bachelor of Arts degree from the University of Minnesota and a Master's of Science in Information, Media & Technology from Minnesota State University, Mankato.

Carr S. Kpanyor Jr. – Instructional Coach/Mentor Teacher

Instructional Coach Mentor 2017 – Present; Friendship Academy Teacher plus other positions, 2004

Mr. Carr (as he is called at FAA) has been a teacher for 26 years. He began teaching in his native Liberia, and has been at Friendship Academy of the Arts for 13 years; he has held numerous positions during this time, including classroom teacher and special-education director. He currently is the instruction coach/mentor teacher at FAA and provides direct support to all classroom teachers and educational assistants. Mr. Carr holds a Master's Degree in Special Education from the University of St. Thomas (St. Paul, Minn.) and a Bachelor's degree in Mathematics from the University of Liberia.

Board of Directors

The executive director is hired and supervised by the FAA Board of Directors. The Board establishes the organization's mission and develops policies to guide the staff and operations of the school. In addition to monthly Board meetings, Board members participate in committee meetings, volunteer at the school, and attend performances and special events. There are seven positions on the governing Board, and as of the fall of 2017 there were six seated members, as one person resigned due to health issues. Each

Board member serves a one-year term, with elections held annually in May. Per state charter-school requirements and the school's bylaws, the Board consists of five community members, one licensed teacher from the Friendship Academy staff and one parent with a student attending the school. Current members:

Dr. Robbie Burnett–Board Member, Community Member

Board Member: May 2017-Present

Dr. Robbie Burnett is the director for recruitment and retention in the College of Education at Minnesota State University, Mankato. She manages the Teachers of Tomorrow program and serves as adjunct professor in the Department of Elementary Education, K-12 & Secondary Programs and Educational Leadership. At the state level, she is a founding member of the Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota, and her work and research has contributed to legislative action on K-12 and Higher Education bills. Dr. Burnett holds a Doctorate in Educational Leadership, a Master's Degree in Special Education and a Bachelor's Degree in Business Education.

Brenda Hill–Board Member, Community Member

Board Member: May 2011-Present

Brenda Hill is the chairperson of the Marketing Committee of the Board. She served as a college counselor and faculty member at Century College in White Bear Lake, MN from 1975 to 2015, specializing in career counseling, academic advising and teaching. Ms. Hill earned a Master's Degree in Vocational Rehabilitation Counseling and a Bachelor's Degree in Sociology and Social Work. She is currently active as a board member of several organizations.

Wendy B. Hines, CPA–Board Chair, Community Member

Board Member: 2001-Present

Founding Board member Wendy B. Hines is currently the Board chair and previously served in other Board positions as well as on several committees. She is the business manager for the Harvest Network of Schools, and is an accountant with experience in for-profit and nonprofit organizations and charter schools. Additionally, she is a trainer in small-business development.

Anansia Joseph–Board Secretary, Parent

Board Member: May 2012-Present

Anansia Joseph has a son in sixth-grade at Friendship Academy who has attended the school since he was in kindergarten. Ms. Joseph has a Bachelor's Degree in Accounting and has served in a general-manager position for the past 11 years.

Aaron Kidd–Board Member, Licensed Teacher

Board Member: May 2017-Present

Aaron Kidd started his teaching career at Friendship Academy and has been a classroom teacher for three years. Mr. Kidd brings diverse background to his teaching position. Prior to teaching at FAA, he was an outdoor educator for eight years, during which time he led trips and worked with children in an outdoor setting. Before he entered the field of education, Mr. Kidd was a construction production manager and foreman.

Danielle Stellner, MBA–Board Member, Parent

Board Member: May 2016-Present

Danielle Stellner has two children who currently attend Friendship Academy; additionally, her eldest son was a student in the inaugural year of the school. She serves on the Expansion Committee of the Board. Ms. Stellner is a media and nonprofit strategist who is currently Managing Partner of Business Planning at American Public Media Group, the parent organization of Minnesota Public Radio. She also serves as

Co-Chair of Augsburg Women Engaged, an alumnae group working to strengthen a culture of philanthropy to benefit Augsburg students. Ms. Stellner earned both a Bachelor's Degree and an MBA.

Target Population

The target population for FAA is families from diverse populations who appreciate the arts and are eager to collaborate with the school, and children who are eager to learn and discover. Student recruitment is focused on South and North Minneapolis. Like many successful organizations, FAA has found its existing staff and students to be its best advertising. Based on word of mouth by FAA families, the student population is in large part African-American—a student group typically underserved by traditional public schools. Due to FAA's effectiveness with students they serve, the school's geographic reach has expanded beyond the city of Minneapolis to include families from St. Paul, Brooklyn Park, Brooklyn Center and other suburbs.

School Differentiation

The Friendship Way, FAA's model for how things are done at the school, differentiates it from all other schools. This model (pages 19-30) explicitly lays out the academic and cultural norms and expectations for everyone in the school community. As described in The Friendship Way, key differentiators for the school are its unique environment and approach to education—FAA provides a small, caring environment with high-quality, standards-based instruction infused with the arts. This methodology challenges scholars to explore their creativity while absorbing meaningful academic materials that prepare them for college. Starting in the fall of the 2017-2018 school year, FAA also started integrating "The Leader in Me" curriculum into the overall school program. Integral to this curriculum is a focus on development of social/emotional skills.

Parents, teachers, staff and the Board of Directors have all cited the small, family feel of the school, strong academics and arts infusion to be the top assets of FAA, and it is expected that by the end of the 2017-2018 school year leadership will also be highlighted as a key benefit of an FAA education. To help build student confidence, there are multiple times during the school year for scholars to showcase their achievements. Throughout the year artistic talent blossoms, academic abilities rise, and self-assuredness is buoyed as FAA scholars display their best work. Whether it is making a presentation using a poster board to demonstrate their knowledge of a math concept, reciting poetry they have written, or portraying an outstanding African-American past or present in the annual Wax Museum, scholars shine as they perform at their best for these traditional events.

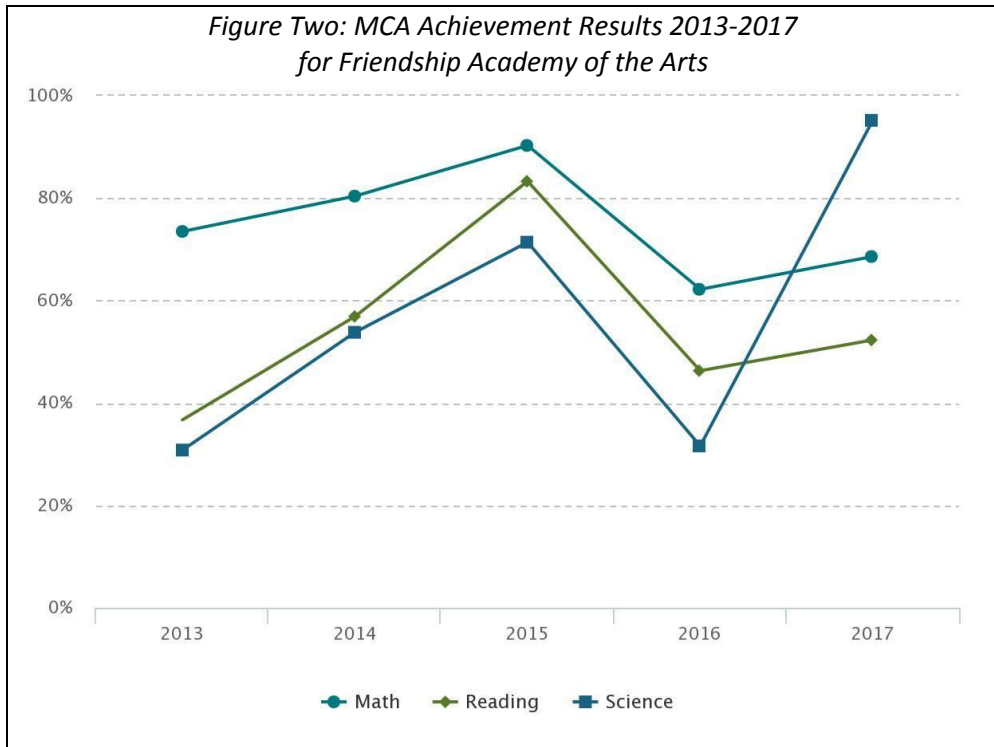
Academic Performance

As indicated in the following table, 96% of FAA scholars are African-American and 80% are eligible for Free/Reduced Lunch (FRL). In most other Minnesota schools, African-American students and FRL-eligible students do not succeed at rates comparable with their white peers. For years, FAA students have outperformed both Minneapolis Public Schools (MPS) and statewide averages in math and reading (compared to all students/grades) and outperformed both MPS and statewide results for African-American students. The spring of 2017 results indicate FAA students exceeded MCA (Minnesota Comprehensive Assessment) achievement scores in math and science compared to results at both MPS and the state as a whole; in reading FAA students exceeded MCA achievement scores compared to results at MPS.

Figure One: Spring 2017 MCA Achievement and Demographic Results

Spring 2017 MCA Results	Friendship Academy of the Arts	MPS (District)	Statewide
DEMOGRAPICS			
African-American	96%	36%	11%
White	2%	34%	68%
Two or more races	3%	3%	4%
Hispanic/Latino	0%	18%	9%
American Indian	0%	3%	2%
Asian	0%	6%	7%
Students	161	36,538	874,827
EL	0%	22.6%	8.3%
SPED	10.6%	17.1%	15.4%
FRL	80.1%	61.8%	37.7%
Homeless	4.3%	5.0%	1.1%
ACHIEVEMENT RESULTS			
MATH			
Composite	68.6%	42.6%	58.6%
READING			
Composite	52.3%	43.6%	60.2%
SCIENCE			
Composite	95.2%	35%	54.2%

Dating back to 2010, due to weak academic results, FAA was threatened with closure by its authorizer at the time, Minneapolis Public Schools. Even then, FAA was outperforming the test scores of MPS, although FAA school leaders used the situation to increase focus on achieving excellence and began a turnaround process that yielded significant positive results. As illustrated in the graph below, FAA has shown generally positive results as measured by the MCA reading and math scores. (MCA scores give an indication of what percent of students are meeting state-defined benchmarks in grades 3-6 for math and reading and grade 5 for science.)



In addition to the achievement scores of MCA tests, FAA uses MAP scores (a nationally normed assessment) to measure the academic growth of students. FAA students consistently achieve more than one year’s growth in all grades for both reading and math, which is a positive indicator that the school is closing the achievement gap. (See following figures.)

Figure Three: MAP Average Yearly Reading Growth 2015-2017 for Friendship Academy of the Arts

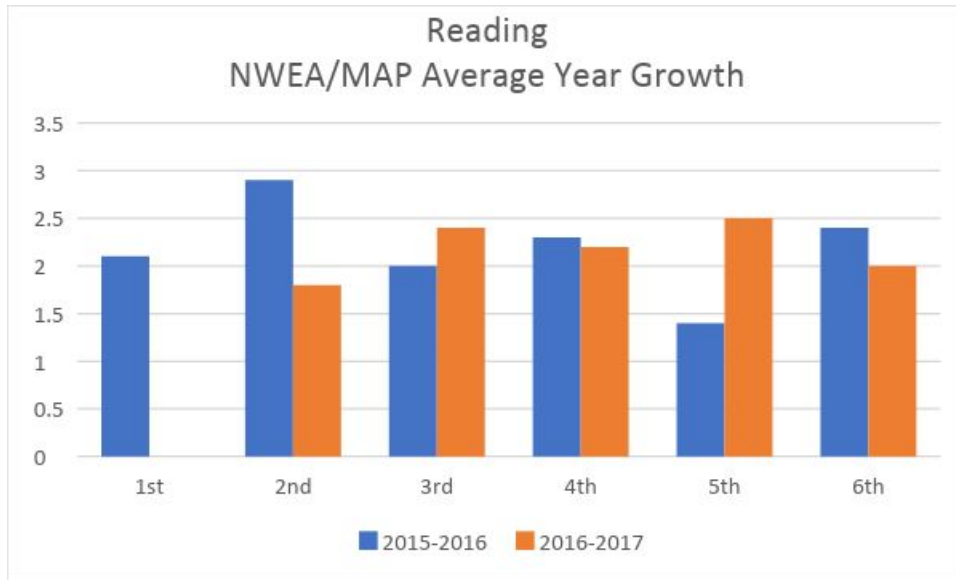
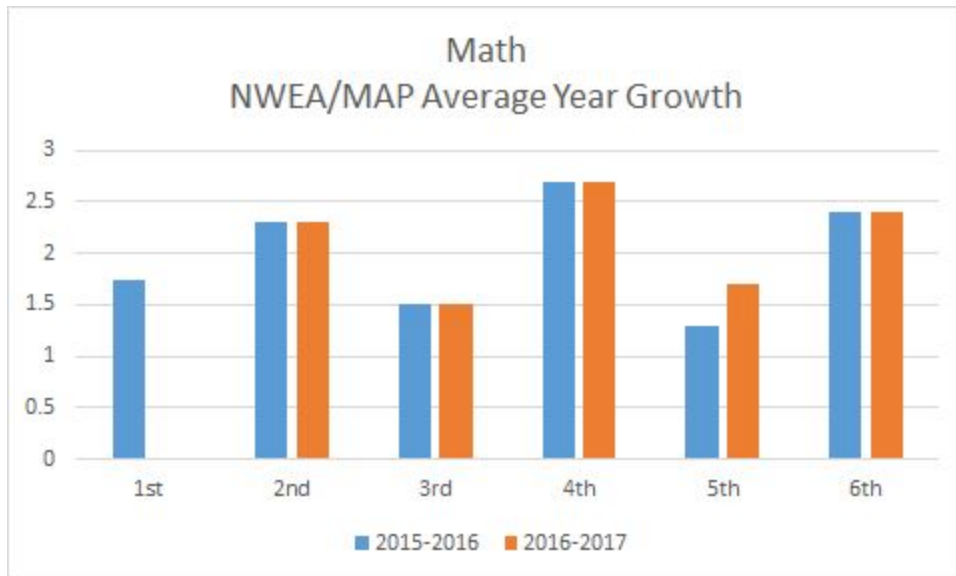


Figure Four: MAP Average Yearly Math Growth 2015-2017 for Friendship Academy of the Arts



These results offer much to celebrate and they also serve as a reminder of the academic work that remains for the school.

After three years of improvement in achievement results, the school’s MCA results declined significantly in 2016. While still outperforming both the state of Minnesota and Minneapolis Public Schools for African-American students, the dip in core achievement can be attributed to a number of causes. In 2015-16, the school experienced significant staff turnover. Nearly all teachers were new to the school (many were first-year teachers) and the executive director at FAA was also new to his role. Another

cause of variability in achievement results is the school's small size and specific tested grades. Individual cohorts and classroom experiences can dramatically change the school's overall results. Finally, there was a lack of consistency in the academic practices within the instructional program. Throughout the data-gathering portion of the strategic planning process in the spring of 2017, there was significant evidence that many processes related to the school's academic program were informal and inconsistent. The Friendship Way was designed in part to address these issues, and there is strong accountability among faculty members to implement the processes and expectations articulated in this school model relating to curriculum and instructional strategies.

In addition to focusing on consistency, FAA is continuing to strive for even higher academic results. The achievement of Friendship Academy students represents an impressive accomplishment. Compared to both local and statewide results, FAA is serving its students well. When compared to an absolute standard and the school's values to serve *every* student, there are still opportunities for significant growth. FAA faculty and staff are working hard and using new strategies to help increase the math and reading skills of students who have not yet reached proficiency in these areas.

School Culture

In addition to academic achievement, Friendship Academy of the Arts has created a positive culture of learning for students. Parents and staff often describe the school as a family and a place where children are truly cared for and friendship is fostered. FAA considers a relatively small student population, in which everyone knows each other, to be integral to its culture and success. Plans for the future are to cap the number of students served at any facility at 300. The care for the students and pride in their accomplishments is palpable when talking with any of the staff. A positive, healthy culture is central to the school's identity and success. Similar to the need to gain greater consistency in academics, there is also strong accountability across the school for implementing the cultural processes and expectations articulated in The Friendship Way to achieve the excellence for which the school strives.

Strategic Planning

Methodology

FAA contracted with Saltzman and Molho Consulting to facilitate the strategic planning process, which kicked off at the April 2017 Board meeting. Integral to the process was the leadership of the Steering Team, a group comprising FAA school leadership, Board members, teachers and educational assistants. This group ensured deep, authentic engagement from the FAA community and that the process was on target to identify and address key strategic needs for 2017-2020.

In addition to attaining critical information from the steering team to inform the picture of the current state of the school and future direction, focus groups and interviews were conducted with key FAA stakeholders including Board members, school leaders, teachers and educational assistants, parents/guardians, other charter-school leaders and community partners. Classroom observations were conducted and key documents were reviewed. This information was synthesized and is presented in the SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis presented below.

The Strategic Plan was prepared with significant input and multiple reviews from FAA's school leaders and the Board of Directors. It was developed to be the guiding plan for FAA's next three years, and the school leadership and Board have agreed to implement it with fidelity.

SWOT Analysis

The SWOT Analysis is based on the fact-finding and research conducted during the strategic planning process. The SWOT tool helps provide an overview of the unique position FAA faces as it prepares for its next stage of growth.

<p>Strengths</p> <ul style="list-style-type: none"> • Strong academic achievement results in the last four years compared to State and local results • Dedicated board, staff and leadership team • Small size viewed as an asset to building a healthy school community • Strong, healthy culture particularly around building positive relationships with students • Strong family support and parent satisfaction • Strong financial management practices 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Inconsistent documentation of important processes • Academic leadership in transition (Academic Director role) • Academic results have shown some variability • Current facility is inadequate; timing of new facilities may not be optimal • Middle school academic program is in the early stages of development
<p>Opportunities</p> <ul style="list-style-type: none"> • New work on the Friendship Way is ready for implementation • Continued need for high quality schools, particularly those serving African American students in Minneapolis • Board can grow to add professional skills and expand the school's network • Strong external/funder support • Desire for the school to serve more grades and more students 	<p>Threats</p> <ul style="list-style-type: none"> • Future expansion requires effective execution of the recruiting plan and 100% of forecast for enrollment • A negative change in academic results could quickly impact enrollment and external funding support • Families may not support the location of chosen new facility • Possible inability to attract and retain high quality staff due to statewide teacher shortage and competition

Key Priorities

The Key Priorities are based on the strengths and needs of the school as presented in the SWOT Analysis. Successful expansion will be achieved through commitment to the identified key organizational priorities and strategies to address them. Below are FAA's 2017-2020 Key Priorities with the page numbers where they are addressed in this plan along with their accompanying strategies.

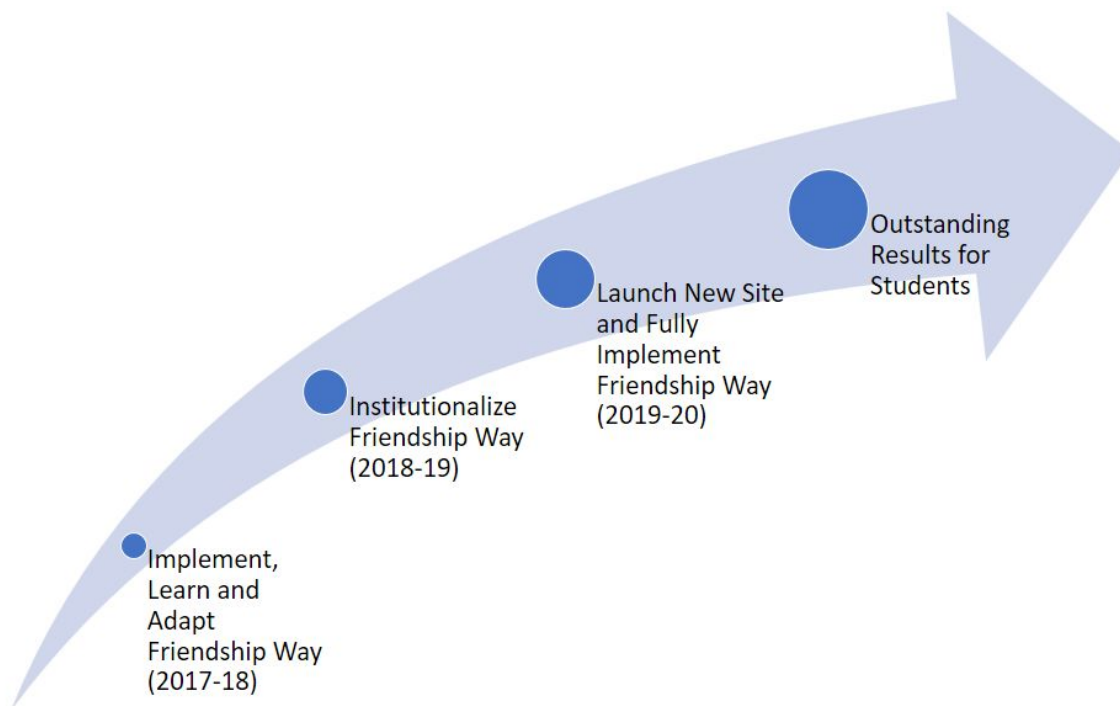
Key Priority I	Institutionalize The Friendship Way. (Page 19)
Key Priority II	Recruit, develop and retain top-notch staff. (Page 32)
Key Priority III	Launch first expansion to serve more students. (Page 40)
Key Priority IV	Maintain laser-like focus on strong governance and positive financial indicators. (Page 49)

In order to thoroughly prepare for growth to a second site, this plan calls for remaining in the current facility for two years prior to expansion. In 2019 – 2020, the plan is to continue to serve students in

kindergarten through second grade at the current site, and to serve students in grades three and higher in the second site; ultimately 450 students in grades K-8 will be served the two sites. This three-year schedule will allow full implementation and continuous improvement of The Friendship Way with greater assurance of “baked in” cultural norms and consistent and effective application of educational practices.

While the three-year schedule presented is most optimal, FAA school leadership and the Board recognize the challenges of identifying and securing an appropriate school building in the Minneapolis market. There is the potential for FAA to identify a suitable second facility earlier than is laid out in the three-year plan. In that case, school leadership and the Board will do an honest assessment of their readiness for growth utilizing the tools presented in this plan under the title Smart Growth Factors and Risk Mitigation Strategies.

The Strategic Plan provides a three-year trajectory for the school’s growth and improvement:

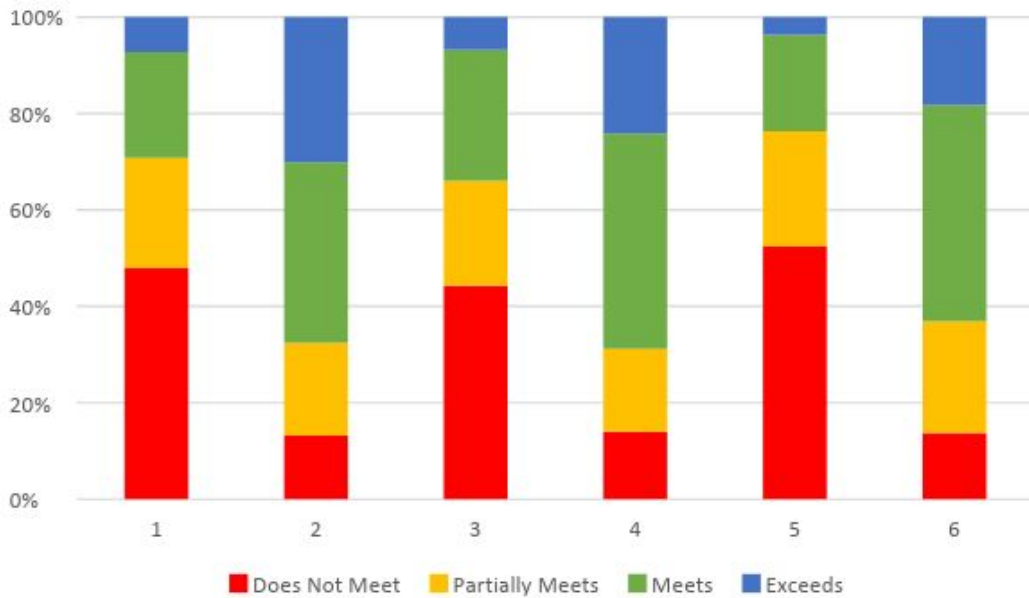


Market Analysis

The Need

The academic achievement of students of color compared to white students in the state of Minnesota remains a chronic problem. ACT (a national college readiness assessment), NAEP (National Assessment of Educational Progress) and MCA scores regardless of subject or grade show significant and persistent disparities between racial groups in the state. This educational gap is directly correlated to the future economic health and independence of these students. If children of color are unable to succeed academically today, it is highly unlikely they will be able to succeed economically in the future.

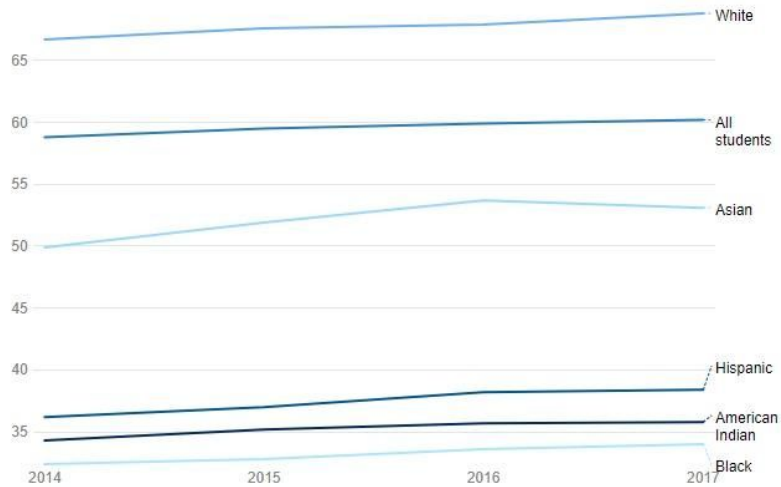
2017 MCA Results for White and Black/African American Students(all tested grades)



Source: Minnesota Department of Education data

Percentage of students proficient in reading

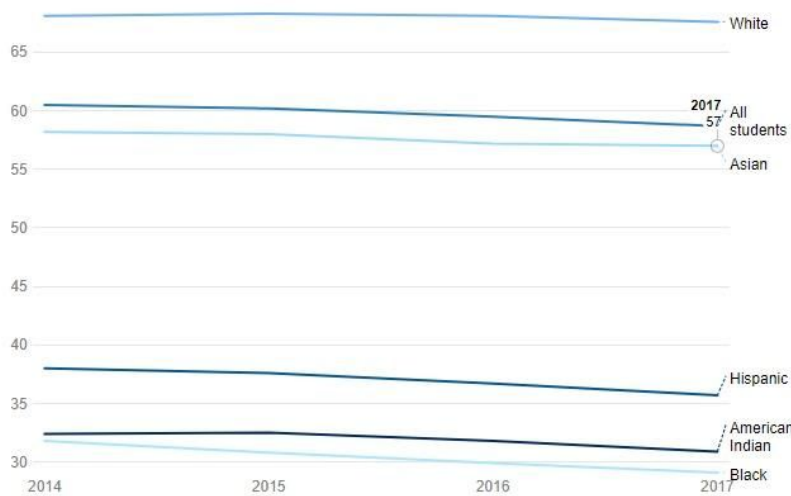
The Minnesota Comprehensive Assessments are given in grades 3-8 and once in high school.



Source: Minnesota Department of Education • Created with Datawrapper

Percentage of students proficient in math

The Minnesota Comprehensive Assessments are given in grades 3-8 and once in high school.



Source: Minnesota Department of Education • Created with Datawrapper

The majority of students of color in Minnesota reside within the seven-county metro area, where there are few schools demonstrating strong academic achievement results for African American students in particular.

While the achievement gap is not the only factor that influences family's decision-making process when selecting schools, it is clear there is a compelling need for schools that achieve academic success for students of color, like Friendship Academy.

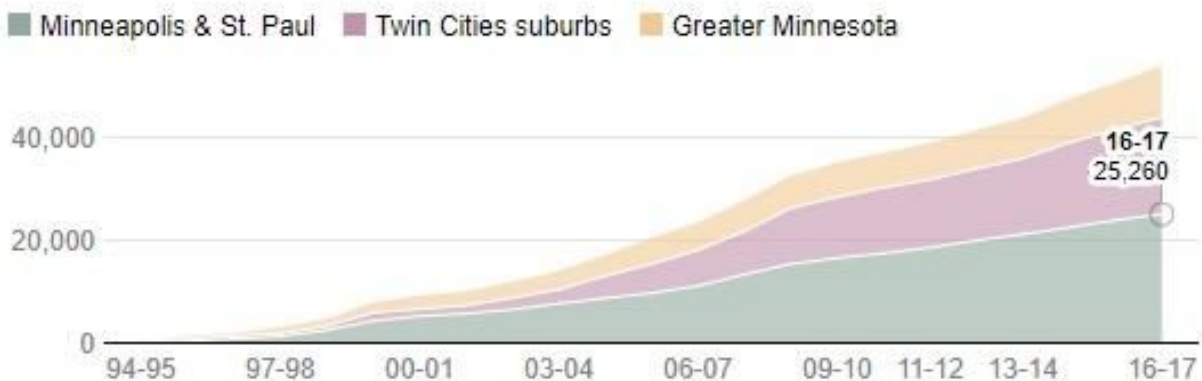
Charter School Landscape

Minnesota is home to over 54,000 students enrolled in charter schools and is a national pioneer in expanding opportunities for families and students to choose a school that best meets their needs. While sustained reform has been slow to take hold in most traditional Minnesota schools, the charter school community has generally embraced innovation. There is a strong and established community of advocates, funders and school leaders who support this work.

Student enrollment in charter schools continues to grow. A recent analysis by the *Star Tribune* indicates that over 25,000 students within just Minneapolis and St. Paul attend charter schools.

Minnesota's growing charter school enrollment

Number of students enrolled each year in charter schools, according to school location.



Suburbs includes areas of the 7-county metro, except Minneapolis and St. Paul.

Source: Star Tribune analysis of Minnesota Department of Education data • Created with Datawrapper

Within Minneapolis, African American students and other immigrant African students (both of whom are classified as 'black' according to US Census data) choose to attend charter schools at a disproportionately high rate. This is due in part to the academic achievement results noted above.

Statement of Impact

To date, FAA has been highly successful in providing a warm, caring educational environment with high expectations where scholars thrive academically, socially, emotionally and artistically, and the school is on a quest to become even more effective in meeting the needs of its students. Thanks to this success, FAA has a great hunger to serve even more students. Expanding to a second site within three years will allow FAA to more than double student enrollment. When FAA achieves success in expansion to a new site with the addition of 7th and 8th grades, FAA leadership will consider replication to multiple campuses to achieve their mission for even more students. When considering further expansion, FAA leadership will develop a green lighting process using tools like the Smart Growth Factors and Risk Factors (pages 44 and 45).

School Model – The Friendship Way

Drawing on the school’s name and rich history, the FAA staff created The Friendship Way during the summer of 2017. The purpose of this model is to explicitly lay out academic and cultural norms and expectations for everyone in the FAA community. Much of what is articulated in The Friendship Way has been integral to the school’s culture for years – establishing a warm, caring environment that emphasizes strong relationships among all community members, rigorous academics with high expectations of scholars, and integration of the arts into the curriculum. However, as the school plans for growth and expansion and achieving higher levels of excellence, there was a felt need to crystallize the culture—to have a common vocabulary and way of doing things for matters of key importance to the school.

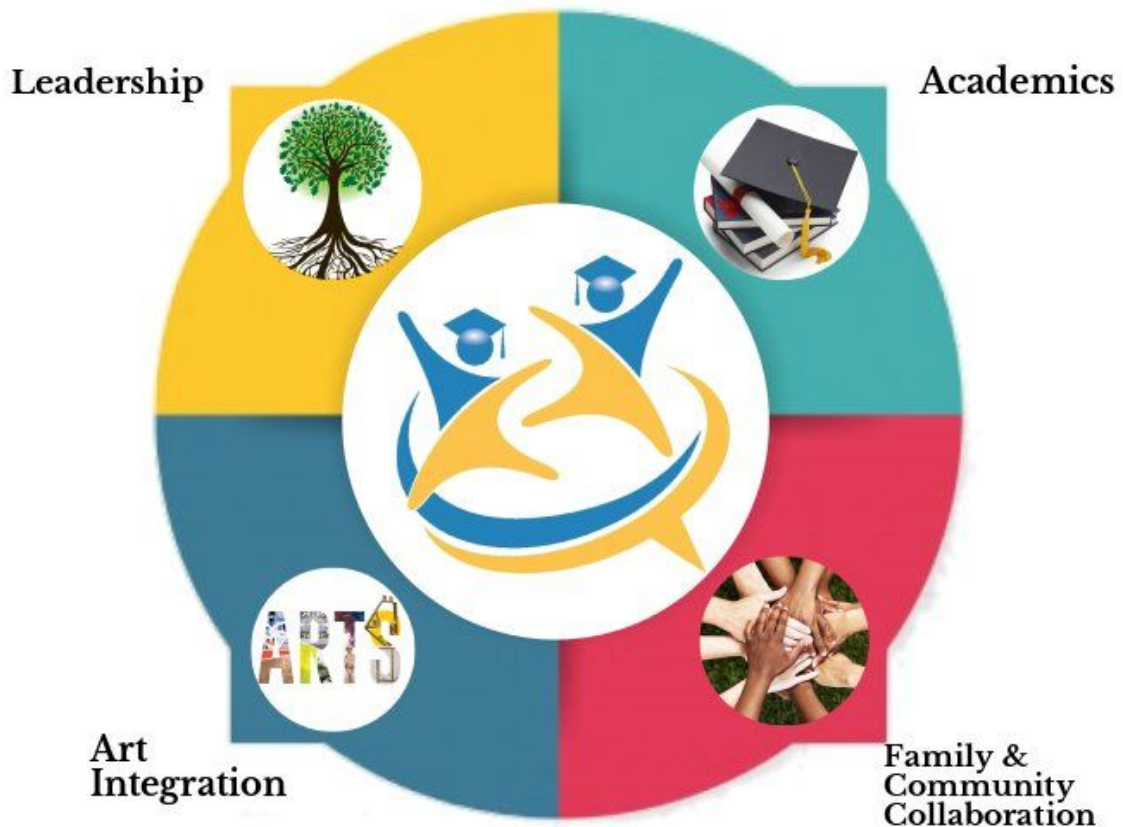
The Friendship Way comprises four interrelated pillars: Academics, Leadership, Family and Community Collaboration and Art Integration. At the heart of the model are FAA’s beliefs about the importance of friendship at school and in life.

To develop the model, all school staff became a member of one of the pillar teams. They created a description of their pillar, key success factors for how progress will be measured, and ideas for bringing the pillar to life at FAA. This work was presented at FAA’s summer Professional Development session. These teams will meet bi-monthly during the school year to monitor progress and continuously improve effectiveness relative to attain the pillar goals.

To help ensure that The Friendship Way clearly and consistently becomes how things are done at FAA, monitoring and adapting it is a key area of strategic focus for 2017-2020:

Key Priority I: Institutionalize The Friendship Way.	
Strategy I.A	The leadership team will implement the monitoring system and adapt it as needed to assure consistent implementation of The Friendship Way.
Strategy I.B	ard will implement the monitoring system to track implementation of The Friendship Way using identified success indicators to provide evidence-based oversight.

The Friendship Way model is described in detail below using the work of the pillar teams. Additionally, indicators of success are presented as the basis for how The Friendship Way will be measured and monitored over multiple years.



The Friendship Core

Core to The Friendship Way is the belief that the ability to build and sustain respectful relationships and enduring friendships is one of the most essential life skills. It is key to a successful personal and work life, and to being a competent, engaged citizen. FAA strives to create a positive, supportive and affirming learning environment committed to a philosophy of excellence. Helping students develop the interpersonal skills necessary for effective relationships and friendships is interwoven throughout The Friendship Way.

The Friendship Core Success Indicators

Indicators	Evidence: What might progress toward this Indicator look like? <i>SKILLS ARE TAUGHT</i>	Evidence: What might achieving this indicator look like? <i>SKILLS ARE USED</i>	Evidence: What might excellence in this indicator look like? <i>SKILLS ARE LIVED</i>
Create a positive, supportive and affirming learning environment committed to a philosophy of excellence.	All members of the FAA community are encouraged to ask for help, offer encouragement, provide helpful feedback, and support one another.	Most members of the FAA community are comfortable asking for help, offering encouragement, providing helpful feedback, and supporting one another.	All members of the FAA community consistently and naturally ask for help, offer encouragement, provide helpful feedback, and support one another.
Help students develop the interpersonal skills necessary for effective relationships and friendships.	Students are taught explicit skills to help them develop effective relationships and friendships.	Most students demonstrate the interpersonal skills necessary for effective relationships and friendships.	All members of the community have the skills necessary for effective relationships and friendships.

The Four Key Pillars of The Friendship Way

1. Academics

FAA is committed to nurturing the genius of all of its scholars and endowing each of them with a high quality education. Across grade levels, FAA teachers provide rigorous, standards-based instruction and use research-based strategies to help develop the whole child—academically, socially, emotionally and artistically. Throughout the school, teachers use common methods and consistent language. Lessons are data-driven, and the school is striving to create individualized learning plans for each student. FAA uses Positive Behavioral Interventions and Supports (PBIS) to clarify classroom expectations for everyone in the school community. To provide the best instruction possible, FAA collaborates with educational experts to integrate best practices into the curriculum. At FAA, parents/guardians are essential partners in their child/ren’s education, and the school extends significant outreach efforts to develop this partnership.

Research-Based Approaches

Friendship Academy is committed to adopting educational best practices to create high-quality instruction. Teachers are expected to use identified, evidenced-based approaches to effective teaching including: Sheltered Instruction Observation Protocol (SIOP), Thinking Maps and integration of the arts. Additionally, the school’s academic leaders expect current lessons to be posted, lessons to utilize appropriate flexible groupings and adults to provide immediate feedback to students throughout the lesson. Together, these strategies provide clear expectations for what high-quality instruction should look like at Friendship Academy.

Students learn grade-appropriate, complex reading, writing and math strategies focused on being able to decode content, apply critical thinking skills, ask and answer questions, and make inferences that may

not be obvious in the text. Embedded throughout the instructional delivery system is continuous exposure to, and use of, the academic language and concepts that students need to be effective learners, and that they will encounter in a range of academic assessments. These concepts include comparing, contrasting, analyzing, describing and defining.

Data Driven Instruction

Instruction is driven by student data collected through formal, informal and standardized assessments, including exit slips, teacher-designed quizzes and tests, DIBELS, NWEA, and MCA. Teachers use this information often to plan their lessons, differentiate instruction and create flexible groupings. More formal reviews of student data are conducted bi-weekly with the teacher and educational assistant for each classroom and members of the academic team, comprising the instructional coach/mentor teacher, executive director, Operations Support, and special-education teacher as applicable. School-wide data is reviewed monthly.

Individualized Learning Plans

FAA is moving toward creating individualized learning plans for every scholar. Practices supporting this strategy include goal setting with each student, and differentiated learning groups that are fluid and flexible. A future objective is to provide staff and parent/guardian training on individualized learning planning to leverage best practices in this area.

Expectations for Appropriate Student Behavior

Over the years, FAA has utilized a Positive Behavioral Interventions and Supports approach to defining, teaching and supporting appropriate student behavior. In the summer of 2017, an FAA team attended training in PBIS, and then conducted a training session for all school staff. PBIS is used to establish common expectations for developing a positive school culture throughout FAA.

Collaborations and Partnerships

FAA is forming collaborations and partnerships with a number of organizations and community-based groups to further develop academic excellence. Organizations like Achievement Network (ANet), the Bush Foundation, KB for Kids, Innocent Classroom, Grove Academy, Star Base and others will team with the FAA staff to provide instructional strategies to improve reading fluency and comprehension, implement research-based classroom management strategies, and gain access to assessment resources.

As part of this effort, Grove Academy will use the Preventing Academic Failure (PAF) curriculum to improve reading fluency and comprehension in grades K-2, and ANet will provide teachers of grades 3-6 with assessment resources in reading and math as the school prepares students for the Minnesota Comprehensive Assessments (MCA). KB for Kids and Innocent Classroom will provide professional development for teachers and staff in effective classroom management strategies.

Teacher-Family Communication

FAA staff are exceptionally warm and welcoming, and their relationships with students and families begin when they first meet. Each year, the student's teacher strengthens that relationship by communicating with parents/guardians through a variety of means, including conferences, Class DoJo, text messages, email and phone calls. The overall focus is on developing a partnership to support student learning. Further information on family engagement can be found in the description of the Family and Community Collaboration Pillar.

Academic Success Indicators

Indicators	Evidence: What might progress toward this indicator look like? <i>DEVELOPING</i>	Evidence: What might achieving this indicator look like? <i>SKILLED</i>	Evidence: What might excellence in this indicator look like? <i>MASTERY</i>
Leverage identified educational best practices to create high-quality instruction in all classrooms and learning environments.	On average, three or fewer effective learning strategies are being used in classrooms.	On average, four or more of the identified instructional strategies are present in all classrooms.	Full implementation of instructional strategies is consistent and appropriate in all classrooms.
Achieve high student results using data driven approaches to support all students in meeting or exceeding state standards.	There is inconsistent evidence and/or an indication that less than 50% of students are achieving the state standards or demonstrating growth that will lead to achievement of the standards.	There is clear evidence that at least 65% of students are achieving the state standards or demonstrating growth that will lead to achievement of the standards.	There is clear evidence that at least 80% of students are achieving the state standards or demonstrating growth that will lead to achievement of the standards.
Achieve individual student success through personalized goal setting and using differentiated learning groups that are fluid and flexible.	There is limited evidence that individualized goal setting is having an impact on student instructional planning. Student success notebooks are not fully implemented.	There is evidence that individualized goal setting is driving instructional planning. Student success notebooks are present and updated.	There is shared responsibility between teachers, students and parents/guardians to help students successfully achieve their individualized goals. Student success notebooks are current, and students can articulate their own goals and progress toward achieving those goals.
Implement PBIS strategies and school-wide supports with fidelity so students demonstrate appropriate behavior in all settings.	PBIS strategies are used in some school spaces. Student behavior is often appropriate.	PBIS strategies are fully implemented and used consistently. Students consistently demonstrate appropriate behavior; there are clear and common expectations across the school.	Appropriate student behavior is demonstrated in all classrooms and school activities, and is no longer considered a separate need to address.
Maximize student engagement and learning through strategic school	Partnerships and collaborations are present but may not fully align with school priorities or each	Partnerships and collaborations are clearly aligned to school priorities. There is a clear strategy for	Partnerships and collaborations are seamlessly embedded within the learning

partnerships and collaborations.	other. There is limited evidence of success as a result of partnerships and collaborations.	the decision to implement each partnership/ collaboration, and evidence of success for each one.	strategies of the school to enhance student engagement and enrichment.
Develop strong parent/guardian-teacher partnerships to support student learning.	Parents/guardians have access to tools designed to help them understand the academic progress of their student(s) and how they can support academic growth.	There is clear evidence that all parents/guardians have access to and more than 75% actively use tools to understand the academic progress of their student(s) and how they can support academic growth.	100% of parents/guardians are able to articulate what their student's learning goals are and how they are making progress. There is evidence of parents/guardians actively supporting the academic progress of their student(s).

2. Leadership

FAA's definition of leadership is doing whatever it takes to make the community around you collectively function better, grow stronger, and prosper. It is doing the right thing even when no one is watching, and setting a positive example and guiding all members to becoming the community you hope to achieve. While leadership has long been a focus at FAA, the approach was formalized in the summer of 2017 with staff training on *The Leader in Me*. Goals of leadership development across the school are to give everyone a common understanding of and language for leadership, to increase student agency in all areas of their lives, and to empower student voice in influencing their environments, including the school community.

Leadership is deemed a critical skill at FAA because it supports everyone in reaching their potential as scholars, artists and community members. Strong leadership among all members of FAA will limit distractions at school, model positive behavior, foster interpersonal relationships, and promote professional and academic growth. Most important, it will imbue scholars for life with the skills to become strong leaders at home, in the classroom and at school, and in whatever community is important to them.

The Leader in Me

The Leader in Me is based on Steven Covey's 7 Habits of Highly Effective People and has been used around the world, transforming school cultures as it is implemented. The plan is to gradually embed *The Leader in Me* at FAA, integrating teaching about it with the regular academic program. All through each school year, students will be learning the 7 Habits during classroom instruction, art and drama projects, and putting it into practice during student-led initiatives such as leadership assemblies, school improvement projects, and the Student Council. *The Leader in Me* is a licensed program that provides three years of staff training and development; to date, all costs have been covered by grants from local foundations.

Steven Covey's 7 Habits are:

1. Be Proactive
2. Begin With the End in Mind

3. Put First Things First
4. Think Win-Win
5. Seek First to Understand, Then to be Understood
6. Synergize
7. Sharpen the Saw

Student Agency

The first three “habits” focus on leading oneself – being self-reliant and taking charge of one’s choices, actions and destiny. The goal in regard to this focus on self-agency is for students to take greater responsibility for their own learning and their actions at home, school and in the community. To track their learnings and insights about their own leadership and academic success, each student will have a Leadership Notebook. In addition to self-reflection and other uses, these Notebooks will serve as a guide for teacher – family conferences. It is anticipated that this will result in more informed students and better attended conferences.

Student Voice

The second set of habits (4-6) entails developing skills in interacting with others and in group leadership. Traditionally, FAA has had a Student Council, and the plan is to provide this body as well as other student groups with greater decision-making responsibility than ever before for shaping their own school community. Other opportunities for student-led leadership include planning field trips, and planning and hosting student assemblies and public events. The goal is for students to practice leadership and to help make the school a better place for everyone.

Leadership Success Indicators

Indicators	Evidence: What might progress toward this indicator look like? <i>INFORM AND INVOLVE</i>	Evidence: What might achieving this indicator look like? <i>COLLABORATE</i>	Evidence: What might excellence in this indicator look like? <i>EMPOWER</i>
Use <i>The Leader in Me</i> curriculum to create a culture in which each member of the FAA community uses the <i>7 Habits of Highly Effective People</i> in their everyday life at school.	All members of the FAA community are learning the <i>7 Habits of Highly Effective People</i> . The 7 Habits are posted in individual classrooms and the hallways, and are integrated into classroom instruction.	There is clear evidence that the 7 Habits are embedded in instruction in all classrooms, and that students use the skills on a daily basis.	There is clear evidence that the 7 Habits are richly and authentically used in everyday life at FAA. Everyone in the FAA community proactively uses the 7 Habits.
Encourage student agency in all aspects of student life at FAA so students make substantive decisions about their own learning.	Students are explicitly taught how to take responsibility for their own learning and their actions at home, school and in the community.	Most students demonstrate self-reliance and take responsibility for their own actions. Leadership Notebooks are used and valued.	Students demonstrate confidence in their ability to influence their community in a positive manner.
Empower student voice by encouraging authentic	Students have avenues to share their needs, hopes and fears. Adults lead	Students begin to demonstrate leadership roles in the life of the	Students make decisions with little help from adults, and students feel their

conversations with students about their needs, hopes and fears to influence how things are done at FAA school-wide.	conversations about leadership.	school. Students proactively identify and articulate their needs, hopes and fears. Students feel confident in speaking up.	needs are being met. Parents are able to identify positive changes in their child/ren’s ability to appropriately self-advocate.
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3. Family and Community Collaboration

FAA knows that it “takes a village to raise a child.” Supported by research, FAA places a high value on engaging families in the school community and provides multiple opportunities to encourage parent/guardian involvement.

Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents’ confidence in their children’s education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior.

-- Garcia, Lily E., and Thornton, Otha (November 18, 2014). *The Enduring Importance of Parental Involvement*, NEA Today.

Similarly, FAA recognizes the value of having the support and engagement of the community in the school, and of having students contribute to the community, thus significant effort is also invested in school-community collaboration.

Family Engagement Goals

A key goal of FAA, is to help families understand the value of their engagement in the education of their child/ren, and the school provides a variety of tools and opportunities to facilitate this engagement. An active parent/guardian-led group meets monthly for education on topics related to parenting and to discuss other areas of common interest. Starting in the fall of 2017, FAA kicked-off a parent/guardian buddy system so those new to the school would have someone to turn to outside of the staff for questions, concerns and resource information in an effort to foster friendships and family. This initiative is off to a great start with 64 parents/guardians signed up to participate. Families and the community are also encouraged to attend school events throughout the year for awards assemblies, a talent show, the Wax Museum and other special occasions.

Teacher-Parent/Guardian Communication

A concerted effort is made to keep parents/guardians informed about the skills, topics and activities that are being pursued in their child/ren’s classroom, and the success that each child is achieving.

Parents/guardians are able to access information on Class DoJo, and teachers frequently reach out through texts, email, phone calls, etc. Family-teacher conferences are held twice a year, report cards are provided twice a year, and teachers are also available for meetings/conversations at other times. Very importantly, parents/guardians are encouraged to set aside time every day to talk with each of their children about what they learned in school, and about the day’s happenings, their friends and how they are feeling.

Community Involvement

Education at FAA also extends beyond the walls of the school. Service learning is a valuable component of the curriculum for learning about the needs of the community and how students can contribute, and

for learning about different community organizations and careers. To date, service learning projects have included singing at a nursing home close to the school, doing community clean-ups and Earth Day initiatives. The goal is for each classroom to do at least one service-learning project each year.

College and Career Exploration

FAA also incorporates age-appropriate learning experiences to prepare students for college and careers. Community professionals come into the school to share information about their careers, and students go out into the community to explore career options and college campuses. Additionally, students engage in discovery projects to investigate areas of interest – a goal is to kindle hopes and dreams for their futures and to create an understanding of how to achieve them.

Family and Community Collaboration Success Indicators

Indicators	Evidence: What might progress toward this indicator look like? <i>INFORM</i>	Evidence: What might achieving this indicator look like? <i>COLLABORATE</i>	Evidence: What might excellence in this indicator look like? <i>PARTNER</i>
Strengthen positive parent engagement with FAA families through education and partnership that helps each family to grow and succeed.	The school has clear family engagement goals and has created opportunities for parents/guardians to be involved in the life of the school.	The school’s goals for family engagement support families and support student academic success. Parent/guardian engagement is monitored and shows ongoing growth.	Every family knows a trusted adult within the FAA community they can approach with questions or needs. Families report strong connections to the school community and have a clear understanding of how they can participate in the life of the school.
Keep parents/guardians informed about the skills, topics and activities in the school life of their child/ren.	Teachers have access to multiple communication tools and leverage appropriate tools to reach families.	Teachers have a clear understanding of how best to reach each family of every student. There is an existing relationship between at least one family member and each teacher.	There is an ongoing, seamless line of communication between families and teachers. Teachers and families report a sense of clear partnership in fostering success for every child.
Serve our neighborhood and broader community through service learning programs that create opportunities for students to share their gifts outside of the school walls.	Some students engage in opportunities which foster a deeper understanding of and service to the broader community.	The majority of students engage in at least two opportunities per school year that foster a deeper understanding of and service to the broader community.	100% of students engage in at least two opportunities per school year that foster a deeper understanding of and service to the broader community. These opportunities are embedded in the curriculum to create deep, authentic learning experiences and cultivate a culture of service as

			articulated in The Friendship Way.
Develop age-appropriate experiences that prepare students for college/careers with a positive focus on their future hopes and dreams.	Students are exposed to college and career options as appropriate at every grade level.	Students can articulate their own desires for their future after high school. They understand what is required for them to succeed in college or career preparation.	All students believe they will be prepared to enter college if they choose. All students graduating from FAA will have visited a college campus and learned about multiple careers. Students can articulate their own desires for their future after high school and have a clear understanding of what is required to make those desires a reality.

4. Art Integration

The arts play a prominent role at FAA, both in terms of being integrated into classroom learning, and as a focus of the school’s enrichment program. A goal is to enable students to explore and tap into their creative abilities so they are confident and proud of their artistic expression. This arts focus is evident in walking through FAA, as student artwork adorns the walls, and depending on the time of the day, one might be treated to students practicing for a performance or assembly.

FAA has several traditions which exemplify the school’s art focus. Annually, families and community are invited to several arts programs. For the Wax Museum, students study different African-American heroes both past and present, whom they dramatize and emulate in dress. This event has been reported in Insight News newspaper as a wonderful way to experience history coming to life and a great way for the school and community to come together. Typically, the school does a spring play; while FAA has many plays in its repertoire, they are always finding new ways to wow the audience. And, an end-of-the-year talent show generates a lot of excitement and enthusiasm as students prepare to showcase their artistic talents.

Classroom Learning

Central to the educational program at FAA is integration of various art forms from multiple cultures into everyday learning. Drawing, painting, acting, dancing, drumming and other art forms are used to both expose scholars to and teach them about these forms of expression, and to provide students with hands-on learning to deepen their understanding of the content being studied. This takes into account different learning styles and ways of taking in and making meaning of information, and art provides a variety of ways for students to construct and demonstrate their understanding of a subject matter. FAA scholars have shown that they absorb and retain knowledge at a high rate when learning is hands-on, and that integration of the arts is engaging and motivating.

Multicultural Appreciation

A critical aspect of FAA’s focus on the arts is to use it as a vehicle for cultural awareness and understanding. Scholars learn about the importance of the arts to all cultures and study artistic highlights throughout the ages, and they are particularly encouraged to explore artistic expression of

their own cultural heritage. Art is leveraged as a platform to celebrate and connect scholars across grade levels and diverse cultures through discussion and production of different events.

Technology

Use of technology is interwoven in several ways into regular curriculum learning and the art focus at FAA. Students are provided with education on effective use of technology tools and given considerable opportunity to use them to support classroom learning. Additionally, scholars are encouraged to apply their understanding of technology to solve problems and construct artistic creations.

FAA is a 1-to1 school where every student has a device. Teachers have the equipment and software that allows data to be analyzed quickly to maximize the time focused on instruction. The goal is to use technology more and paper less. Teachers will integrate technology, including Google Classroom, Google Drive, Promethean World, and Active Classroom, to communicate with students and efficiently obtain the data needed to guide instruction.

Enrichment Program

In addition to art being integrated into the curriculum, one hour of the school day is devoted to art enrichment. Classroom teachers and educational assistants who have a special talent or interest lead some of the enrichment activities, and others are led by gifted members of the broader Twin Cities community.

Art Integration Success Indicators

Indicators	Evidence: What might progress toward this indicator look like? <i>LEARN</i>	Evidence: What might achieving this indicator look like? <i>APPLY</i>	Evidence: What might excellence in this indicator look like? <i>DEMONSTRATE</i>
Create authentic experiences for arts integration and performance in classroom learning through opportunities for students to demonstrate learning and share their gifts using a variety of creative approaches.	All classrooms are developing learning experiences that leverage the arts, giving students the opportunity to explore their creative gifts in the classroom.	All classrooms consistently use hands-on learning experiences that leverage the arts to deepen understanding. All students have opportunities to explore their creative gifts and develop individual talents.	Students are provided with a variety of art forms and opportunities to explore their artistic strengths. There are multiple opportunities provided for students to share their creative talents and demonstrate their artistic confidence.
Create a strong school community by leveraging the arts as a platform to celebrate and connect across grade levels and cultures.	Classrooms are presented with multicultural lessons that are grade-level appropriate.	Students apply their knowledge of a given theme/academic standard through the application of the arts.	Students demonstrate appreciation and curiosity about arts from multiple cultures and experiences.
Demonstrate applied use of technology by developing opportunities for students to solve problems and create new art using technology.	Students are presented and educated with multiple opportunities to use technology in the classroom to solve problems and to integrate academics with the arts.	Students understand how to solve grade-appropriate problems and create art using technology and demonstrate application of these skills while constructing various art/technology projects.	Students confidently create technologic art and solve problems using technology.

Continuous Improvement and Innovation

Cycles of Improvement

Annually the leadership team meets to reflect on all of the key data points collected during the year, including reports from the Student Success Coach and The Friendship Way Teams, classroom observations, student-assessment results, and survey results from staff, students and parents/guardians. This information is analyzed to determine key strengths and opportunities, which are prioritized based on the factors that have the greatest impact on student achievement and the school's culture. In collaboration with The Friendship Way teams, the Leadership Team identifies the top goals for the following year and a plan to achieve them, using the SMART goals process; this information is presented to the Board for approval. The Leadership Team monitors progress monthly to determine if any modifications are needed to achieve the goals. Additionally, The Friendship Way teams meet

bi-monthly to monitor progress of their pillars and to make recommendations to all staff of when changes are needed.

In addition to the practices described above, monitoring implementation of The Friendship Way will be a critical function of the Board of Directors, who will use and adapt the monitoring plan:

1. The Board will devote significant time quarterly to do a deep dive into the implementation of one aspect of The Friendship Way:
 - a. December 2017: Academics
 - b. March 2018: Leadership
 - c. June 2018: Art Integration
 - d. September 2018: Family and Community Collaboration
 - e. December 2018: Friendship Core
 - f. March 2019: Academics
 - g. Etc.
2. The Board will use the Success Indicators to measure and monitor success of The Friendship Way. The school's leadership will provide evidence to the Board that clearly demonstrates progress toward each of the Success Indicators.
3. Board members will review the evidence and discuss how the school is deepening its commitment and effective use of The Friendship Way.

The school's leadership and Board will evaluate the content of the Success Indicators themselves to make sure they are providing a useful tool for monitoring implementation. The Board will also evaluate the quality of the evidence used to measure implementation and provide feedback to the leadership team about additional tools that may provide stronger indicators of effectiveness.

Cycles of Innovation

The Cycle of Innovation at FAA follows the same cycle as that of improvement. On an annual basis, the leadership team considers innovations proposed by any of the school's stakeholders, and the Return on Investment (ROI) – weighing the potential impact on student achievement and the culture of the school, and the investment necessary. If the proposed innovation is deemed to have a high ROI, the leadership team will develop a plan, seeking input from the staff and approval from the Board, for pursuing the innovation. Grants often are sought to fund significant innovations.

Human Resources

Attracting and retaining educators is one of the most important drivers for the growth and sustainment of FAA, a system that must prepare diverse students with complex needs to participate in today’s knowledge-driven economy. Focusing on the right teachers will be instrumental in enhancing and sustaining The Friendship Way.

Dr. Charvez Russell, Executive Director, Friendship Academy of the Arts

To date, FAA’s processes and practices for recruiting, selecting, developing and evaluating teachers, leaders and staff have been based on what has “worked well,” some of which has been formalized in writing, some not. The Twin Cities is a highly competitive market for top educator talent. Recognizing the criticality of highly effective educators to the success of the school, as indicated in Strategy II.A below, implementing and continuously improving human resources practices that are based on national best practices is a key area of strategic focus for 2017-2020.

Key Priority II: Recruit, develop and retain topnotch staff.	
Strategy II.A	ement and continuously improve the processes presented for recruiting, selecting, developing and supporting teachers and school leaders.
Strategy II.B	Conduct a comprehensive compensation study in the local market, and develop a robust compensation plan that emphasizes a holistic package of benefits.

Top Talent Recruitment and Selection

Recruiting Strategy for Teachers and School Leaders

Historically, word of mouth has proven to be the most effective way to identify teachers and other staff members, and FAA focuses on current staff satisfaction to both retain current teachers and school leaders and recruit new ones. Experience at FAA has shown that great staff can often help recruit friends who are also great staff. Based on this experience, the school is planning to create a referral program geared toward current teachers, staff and families which offers rewards when referrals pass through the selection process. Additionally, FAA will implement the recruiting strategy described below. Underlying this strategy is the need to make recruiting talent an ongoing part of the school’s culture. Even in the best of circumstances there will be needs for new staff to join the FAA team; therefore, the school will always be recruiting and developing a network of potential staff to join this important work.

Key actions:

1. Assign clear responsibility to one staff member to be the recruiting lead. This person will track potential leads and the resumes (both solicited and unsolicited) of possible candidates. The recruiting lead will develop an email list of potential employees and share exciting news and updates from the school three to four times throughout the year.
2. Quickly develop talking points and evergreen (i.e., not specific to one year) recruiting materials that provide a high-level overview of what makes FAA a great place to work and a desirable school for topnotch educators. These materials will be readily available to all staff and be

distributed continuously—at conferences, social gatherings, professional development seminars, etc.

3. Create a calendar of significant events and assign responsibility for staff to attend and market at key recruiting functions in the metro area; specifically career fairs hosted at colleges and universities, and more general ones for educators.
4. Identify and actively pursue opportunities to spread the word to highly skilled educators of color about opportunities at FAA, this would include events at colleges and universities, general and specific career fairs, etc.
5. Update the school's website to include a detailed 'work for us' section that describes The Friendship Way, the school's proven track record of success and why working at FAA is compelling. This site will be updated and active even if there are no current job openings and will be robustly reviewed each winter/spring during the traditional hiring season.
6. Develop a social media strategy for recruiting staff.
7. Where appropriate, add career information to marketing materials, press releases and other externally facing documents and presentations. School leaders will view every public interaction (such as presenting at a conference, speaking to funders or visiting other sites) as an opportunity to network with potential candidates.
8. Develop longer term pipelines with potential sources of highly skilled teachers such as Teach for America, institutions of higher education including Historically Black Colleges and Universities and high-performing out-of-state partner schools.

Selection Process for Teachers and School Leaders

The selection process begins with a clear understanding of the qualities desired in new staff and leadership. Some identified qualities for future FAA employees include:

- A firm belief that all children can and must excel academically
- A commitment to embrace The Friendship Way
- A desire to be challenged and a track record of resilience in the face of challenges
- Instructional expertise and exceptional student achievement results
- A commitment to being part of a caring culture of excellence that embraces the arts
- Demonstrated ability to work well with others, including under stress

Screening for candidates will include evaluating them against the desired identified qualities and the unique experiences each candidate would bring to the school. Evidence in candidate's materials might include their educational background, writing skills as demonstrated in examples/materials they provide (including written sections of the application), experiences they have had and the reviewer's knowledge of their previous successes. Emphasis will be placed on the candidate's demonstrated track record of success.

The selection process includes several stages. Candidates are evaluated at each stage, and selected candidates advance to the next stage.

1. **Eligibility Review:** Applications are screened to ensure candidates meet minimum qualifications for the potential role. State licensure will be confirmed online and educational background reviewed.
2. **Application Evaluation:** Applications are evaluated based on desired qualities for the school community (enumerated above) as well as the unique needs of the specific role.

3. **Phone Interview:** Selected candidates participate in a phone interview, during which additional evidence of selection competencies is collected and evaluated.
4. **Individual Interview and sample demonstration:** Selected candidates participate in a full-day individual interview. The interview process will include the opportunity for multiple FAA staff to engage with the candidate. In addition, each teaching candidate will teach a sample lesson during the school day (if possible) or submit a video of a lesson they have taught. Each leadership candidate will be asked to present a portfolio of examples demonstrating their leadership skills. To the extent possible, the candidate should demonstrate their talents during the interview process. This may include leading a brief professional development session, or observing a lesson and sharing their coaching strategies.
5. **Reference Checks:** Professional references will be checked for selected candidates. References should confirm the skills and talents identified in the selection process so far and provide developmental opportunities for the candidate(s).
6. **Offer:** Candidates will receive a personal phone call with the potential offer for employment, followed by a written offer with appropriate total compensation details.

Teachers

Teacher Development

Individual coaching and support of teachers is central to helping them develop their practice. While observation and feedback have been provided previously at FAA, in 2017/18 a robust process has been put into place to observe each teacher monthly. The purpose is to hone the art of teaching at FAA and to help teachers enhance their skills. Members of the Academic Team, comprising the mentor teacher/instructional coach, executive director and Operations Support, will observe and provide feedback on factors that have been identified as critical to successful teaching at FAA. The rubric to be used consists of the following domains with several factors under each domain.

- Planning, Preparation and Delivery of a Lesson
- Learning Environment, Interaction and Cultural Pluralism
- Instruction and Assessment
- Professional Responsibilities

Additionally, for new teachers, experienced FAA teachers will give workshops on The Friendship Way and specifics about how things are done related to classroom management, lesson planning, use of technology and planning for the school year. Experienced FAA teachers will also serve as “buddies” to new teachers to answer questions, provide resources and ongoing support, and the mentor teacher/instructional coach will provide coaching and support.

Per current practice, FAA will continue to provide ongoing professional development two weeks prior to the start of school and throughout the year for all staff members. This program consists of presentations and discussions led by internal staff members, as well as those led by external experts from programs such as *The Leader in Me*, KB for Kids and Innocent Classroom.

Teacher Evaluation

Performance evaluations are conducted annually and are seen as an opportunity for the teacher and FAA to formally assess an individual’s job performance. The performance evaluation identifies both areas of strength and those needing improvement, and is designed to focus on factors that have the

greatest impact on student achievement. FAA also participates in Minnesota's Q Comp system, which provides modest salary enhancements to teachers based on specific criteria.

Teacher Retention

FAA considers a supportive environment, opportunities for growth and development, and competitive compensation all to be critical factors in retaining staff members. FAA provides robust opportunities for growth and development ranging from observations and feedback to training by external resources. In terms of growth opportunities for positions with expanded responsibilities, FAA created the mentor teacher/instructional coach and lead teacher positions for the 2017/18 school year, which were filled by internal staff. As the school grows and expands, there will be further growth opportunities for teachers at the school.

School Leaders

FAA is demonstrating a commitment to the development of school leaders across the organization. The Board has dedicated resources and provided time for Dr. Charvez Russell to deepen his leadership skills through participation in the Minnesota Principals Academy and the Relay National Principals Academy. Dr. Russell is investing in the development of staff through the creation of new leadership opportunities by garnering the support of the Achievement Network, creating new work teams to support the launch of The Friendship Way (described earlier), and designing new leadership positions. Intentional focus on development is critical for retaining top talent and achieving educational excellence.

School Leader Development Process

After successfully recruiting school leaders to support expansion of the school, FAA will focus attention on the growth and development of these key staff. Investing in the development of new leadership will require financial resources as well as robust planning to provide all the supports necessary for success. Some important elements of an individual leadership development plan include:

On-Boarding: New leaders, particularly any recruited from outside of FAA, will require time to develop relationships, learn The Friendship Way and gain confidence in their scope of authority. Using an on-Boarding plan that clearly articulates short-term goals is essential for new leaders to become deeply knowledgeable about FAA.

Mentoring: FAA has successfully demonstrated the power of effective mentorship with the relatively recent transition in the executive director role. New leaders in the school will benefit from a formal mentorship relationship with experienced leaders who are knowledgeable about the school. Ideally the mentor will have deep professional experience across multiple leadership skills (e.g. instructional coaching, leading adults, difficult conversations, etc.) to support the long-term growth of developing leaders.

Formal Professional Development: New leaders will benefit from formal learning opportunities. Frequently, these learning opportunities address leadership skills that are not always part of traditional educational programs. Such professional development may include a school leader program (locally or nationally), seminars, coursework at institutions of higher education or providing a leadership coach. Each developing leader needs to have clearly articulated goals for their own development and create custom strategies to meet their needs.

Ongoing Feedback: Building a culture of consistent, honest feedback and coaching starts with school leaders. New leaders in particular will benefit from frequent and direct feedback. Feedback from their

supervisor, staff and mentor can help reinforce positive moves the new leader is making and articulate how they can become more effective.

Site Visits: Developing new leaders provides an opportunity to see school processes through a new perspective and fresh eyes. Likewise, new leaders will benefit from the opportunity to see a variety of school models and high-performing schools. Investing in time and/or travel to allow new leaders to gain insight into other schools that are achieving positive results will expand their learning and provide opportunities to introduce new best practices to FAA.

School Leader Evaluation

The Board of Directors is responsible for evaluating the executive director. The Board has recently committed to strengthening the evaluation process and assuring a formal, documented review of the executive director's job performance is conducted annually. The review will identify areas of strength and opportunities for growth using a lens of student achievement.

Compensation

FAA strives to offer a compensation and benefits package that is competitive with other charter schools and the larger districts. As a small school, this has traditionally been a challenge; however, it is currently seen by school leadership as a critical issue that must be addressed. In order to provide greater financial flexibility for compensation, the financial plan provides for one teacher assistant per two classrooms, rather than the current practice of one teacher assistant per classroom.

Strategy II.B specifies conducting a comprehensive compensation study in the local market, and developing a robust compensation strategy that emphasizes a holistic package of benefits.

FAA's commitment to attracting and retaining topnotch talent will require investment. Given the robust competition for skilled educators in the Twin Cities area, the school will review its compensation strategies with a goal of developing a competitive package of benefits over time that will help the school stand out among other charter and traditional public schools. If resources permit, the school may contract with an outside service provider to lead a formal compensation study. In the short term, the school can undertake its own review of compensation strategies and begin to plan for necessary adjustments.

The first step in the compensation study is to identify the existing compensation structure for the school. This compensation structure will include *all* benefits such as: salary, insurance, retirement, vacation time (including school breaks and other non-duty days), daily time commitment, professional development resources and any other perquisites current employees receive. Non-tangible benefits such as the school's small size, relatively small class sizes and collegial nature will also be identified as the school builds the case for why it is a great place to work.

The school will then identify two or three benchmarks/competitors and begin to gather data around the total compensation (and non-tangible benefits) of those organizations. These will include the Minneapolis Public Schools as well as other charter schools.

Next the school will survey existing staff on what elements of their existing compensation are highly valued. It is important that this survey include non-tangible benefits of working at FAA such as feeling a part of a team, making a difference in students' lives, school size, serving a high-quality organization, etc.

Comparing the benchmark schools and the staff survey will provide insights into those areas where FAA may have a competitive advantage or where the school's existing culture is already a compelling reason

for educators to work at FAA. This information will be used to shape the offer packages presented to new employees by emphasizing those key pieces of the compensation package that are most competitive.

Over time, the analysis will also be used to drive investment decisions of the school to strengthen the overall compensation package. Put simply, those areas in which the school is behind benchmark schools, that are important to staff, must be prioritized for future investment. Areas the staff has not identified as most compelling or those that are already at parity with benchmark schools will be the next tier of investment priorities.

Long-term, the school leadership and the Board will review FAA's compensation philosophy and explore whether the existing structure aligns with the future growth of the school. The traditional salary scale for teachers (based on years of experience and education) is widely recognized as not supporting high-quality instruction or providing support and investment in those educators who demonstrate exceptional results and commitment to the school. Other salary structures may include different salary ranges based on defined criteria of the skills educators demonstrate in classrooms (such as "novice," "skilled" and "master" teacher).

External Relations

Marketing and Student Recruitment

Raising community awareness of FAA and its many successes is a key objective of FAA's marketing plan. This will facilitate student recruitment as the school grows and expands. The current marketing plan was updated the summer of 2017 by a committee composed of a Board member, the executive director, the marketing and recruitment administrative support and the teacher mentor/instructional coach. The marketing and recruitment administrative support has overall responsibility for implementing the plan and she solicits help from others as the need arises. It is critical to monitor and adjust the marketing and student recruitment plan annually, with particular attention on quantifying what strategies are most effective for attracting new students to the school.

FAA has a 12-month promotional and student-recruitment strategy. In addition to recruiting students, FAA is aiming to achieve high public awareness so as the school grows and expands it will be easier to fill seats. The specific goal for recruitment each year is to fill the number of seats available and have a long-enough waiting list to fill seats as they become available.

A multimedia campaign is planned to disseminate information, through the use of social media, press releases and feature stories for local newspapers and broadcast outlets, the school newspaper and external banners. New brochures are being designed, and every effort will be made to connect with key contacts to place materials in highly visible places in churches, community centers, pre-kindergarten facilities, parks and recreation centers, health clinics, apartment buildings, beauty salons and barbershops.

A parent-recruitment contest will kick-off the student recruitment campaign each January. The contest is designed to reward parents for bringing new students to the school, and encourage them to recruit among their relatives, friends, and at such places they frequent as their church, health and fitness center and local community center.

Following are the key monthly areas of focus for the marketing and recruitment plan:

- January/February: Kindergarten Roundup
- March: Retention and re-enrollment
- April /May: Open enrollment for all grades – an open house will be conducted weekly, and members of the FAA community will attend resource fairs as well as increase distribution of promotional materials
- June, July and August: Recruitment and awareness – in addition to other approaches, members of the FAA community will attend festivals and fairs prevalent in the summer
- September: Recruitment and awareness
- October/November/December: Awareness

Recruitment and Retention Monitoring Plan

As the school grows, it is essential for the leadership team and the Board to strengthen their monitoring of the recruiting and retention process. Because enrollment is the driver of finances, it is critical for enrollment targets to be watched closely to assure success.

The leadership team will use two monitoring tools: one for new students (recruiting) and one for existing students. Together, this will provide the leadership team with a clear and updated view of future enrollment at any moment.

Recruitment Tracker

The recruitment tracker includes the name of every potential new student (all grades) who may enroll at FAA. The tracker will identify key information including:

- Student/family contact information
- What grade they will be in next year
- How they learned about FAA or expressed interest in the school
- What recruitment event(s) they have attended
- What personal contacts (email, calls, home visits, texts) have been made to the family
- Whether they received an application packet
- Whether they completed the application packet
- What our internal assessment is of their likelihood to enroll:
 - High (application packet completed; strong personal indication they will attend FAA)
 - Likely (received application packet; strong personal indication they will attend FAA)
 - Maybe (some interest but may be considering other schools or haven't yet received an application packet)
 - Low (little response to recruitment strategies, may see other schools as their better choice right now)
 - Unlikely (no response to personal contacts, no demonstrated interest in recruitment strategies)

Enrollment Tracker

The enrollment tracker includes the name of every existing student (all grades) who attends FAA. The tracker will identify key retention information including:

- Student/family contact information
- What grade they are currently in; what grade they will be in the following year
- What, if any, concerns there are in their continued attendance at the school
- What our internal assessment is of their likelihood to remain enrolled next year:
 - High (every indication shows they will stay at FAA; no reason to think they will leave)
 - Medium (there are some indications they may leave, follow up may be required to address their concerns)
 - Low (there are strong indications they may leave, they are actively looking at another school or relocating geographically)
 - Not returning (they have indicated they will not be returning to FAA next year)

Operations

Growth/Expansion Planning

It is recommended that a two-year period be allocated for planning and preparing for expansion. This will provide the time to fully implement and adjust The Friendship Way for greater assurance of “baked in” cultural norms, and consistent and effective application of educational practices. Additionally, providing a Middle School program will be new for FAA. A key strategic focus for 2017-2020 will be preparing to serve this population with an exceptional program:

Key Priority III: Launch first expansion to serve more students	
Strategy III.A	Review and refine the Middle School program plan to ensure readiness for implementation.
Strategy III.B	Secure adequate facilities to meet the school’s expansion targets.
Strategy III.C	Review and refine “Smart Growth Factors” and “Risk Factor” (below) to prepare for expansion.

The proposed enrollment for growth is provided in the chart below. Years -2, -1 and 0 are used for planning and development of the school program. Year 1 represents the first year in a two-site model. Based on FAA’s familiarity and success with lower grades, leadership will aggressively seek to grow enrollment of Site I (K-2) as quickly as possible.

FAA has begun to develop preliminary plans for the Middle School platform. FAA leadership has indicated the desire to phase-in the middle school program one year at a time, with the school’s rising sixth-graders becoming their first class of seventh-graders and eventually, the first class of eighth-graders. Due to the move to a new location and all of the adjustments that are entailed, enrollment growth at Site II (3 – 8) will be more gradual overall compared to Site I.

	FY18	FY19	FY20	FY21	FY22	FY23
Enrollment Projections						
Number Students Grade Pre-K	0	0	0	0	0	0
Number Students Grade K Full Day, Every Da	25	25	50	50	50	50
Number Students Grade K Part Time Program	0	0	0	0	0	0
Number Students Grade 1	22	22	25	50	50	50
Number Students Grade 2	24	24	50	50	50	50
Number Students Grade 3	20	20	50	50	50	50
Number Students Grade 4	21	21	25	50	50	50
Number Students Grade 5	28	28	25	25	50	50
Number Students Grade 6	20	20	25	50	50	50
Number Students Grade 7	0	0	25	50	50	50
Number Students Grade 8	0	0	0	25	50	50
Number Students Grade 9	0	0	0	0	0	0
Number Students Grade 10	0	0	0	0	0	0
Number Students Grade 11	0	0	0	0	0	0
Number Students Grade 12	0	0	0	0	0	0
Total Estimated Enrollments	160	160	275	400	450	450
Pupil Units	164	164	285	425	480	480
LEP %	0%	1%	3%	4%	4%	4%
SPED %	15%	15%	15%	15%	15%	15%
Free Lunch %	80%	80%	80%	80%	80%	80%
Reduced Lunch %	10%	10%	10%	10%	10%	10%
TOTAL FRL%	90%	90%	90%	90%	90%	90%
Total Enrollment	160	160	275	400	450	450

Middle School Program

The Middle School academic plan aligns tightly with The Friendship Way and has five areas of focus: Individualized Learning Plans, Authentic Assessment, Student Voice, Leadership and Technology.

Individualized Learning Plans

FAA's Middle School program will incorporate Individualized Learning Plans (ILPs) with Performance-Based Assessments (see below). Annually, each student will develop a personal ILP in collaboration with his/her parents/guardians, teacher and other supportive adults to establish goals for the year and chart a path to achieve them; integral to this process will be identifying the resources and tools necessary to accomplish the goals. A part of the annual discussion will be the student's life goals, and how the annual goals are building toward one's future. Periodic reviews will be conducted to assess progress toward goal achievement and to determine further resources that may be needed for the student to be prepared for success as s/he matriculates through the K-12 educational system.

Authentic Assessment

FAA will develop authentic assessments which take into account students' individual learning styles relative to the four pillars of The Friendship Way: Academics, Leadership, Family and Community Collaboration, and Arts Integration.

Assessments will focus on individualized learning, including the following characteristics:

- Units and curriculum based on real-world situations or scenarios
- Learning connected to the community and generally taking place outside the walls of the school

- Student and teacher collaboration with peers globally to gain a broad world-view
- Assessments tied to demonstrating real-world application of skills
- Skills demonstrated to an authentic audience in addition to classroom peers and teachers

Students will take an active role in designing and facilitating what and how they will learn in order to accomplish their self-identified goals. Emphasis will be placed on providing students with frequent feedback on their performance. Students will also have access to the online grading portal and performance-based assessments through which they will be able to instantly assess their progress, and they will have on-demand opportunities to meet with teachers to review and discuss data and feedback. This process will allow students and staff to implement strategies to deliver high-yielding results based on feedback and what the data reveals.

Student Voice

FAA will promote student voice in the design of their education through the implementation of the Individualized Learning Plans. Each student’s plan will build student agency, offer opportunities for authentic experiences and assessment, and promote deep individualized learning. By providing students with opportunities to actively participate in the building of learning experiences, they will build their skills in establishing meaningful relationships with adults and peers, thus demonstrating The Friendship Way.

Leadership

The Friendship Way includes a leadership component for both students and teachers. FAA students will receive ongoing training through “The Leader in Me” curriculum and Middle School students will also have representation on the school’s leadership team. FAA believes students need an authentic voice in the decision-making process and should be involved in the entire school experience. This will include student voice about the learning experience, school environment, discipline policy and decision-making process.

Technology

FAA will implement a digital classroom platform that will allow teachers, students and parents to quickly and efficiently access data. The overall objective is to have students take responsibility for learning, set realistic goals, evaluate and analyze their growth toward meeting their goals, and complete assignments online. Students will have the ability to upload information that demonstrates their mastery of grade-specific content.

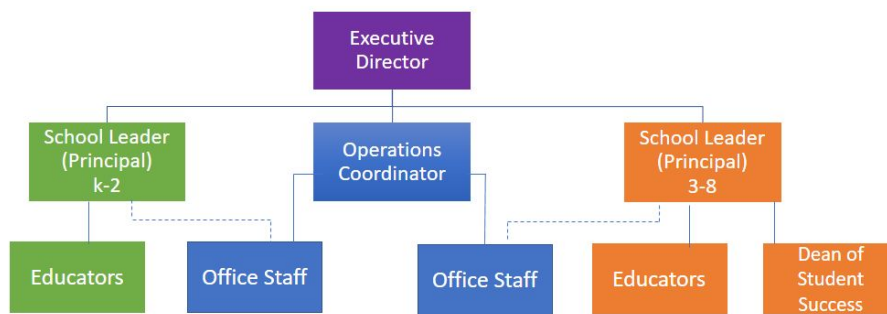
Organizational Chart

The draft organizational chart below was developed by the Strategic Planning Steering Team and represents a clear path toward consistent alignment and efficiency as FAA grows. Key leadership positions for this model include:

- **Executive Director:** Responsible for the vision and strategy of FAA and assuring success for all students. The executive director serves as the face of FAA to the external community and reports directly to the Board of Directors.
- **Operations Coordinator:** Responsible for non-academic, operational leadership at all sites. Examples include food-service, transportation, facilities, finance and human resources. The operations coordinator reports to the executive director.
- **School Leader (Principal):** Responsible for the academic leadership and instructional quality at a specific site/school. Additionally, for a lower grade (K-2) site/school, the school leader is responsible for building and sustaining the culture. This leadership position monitors

curriculum and instruction and assures execution of academic and school culture strategies. The school leader reports to the executive director.

- **Dean of Student Success:** Responsible for building the culture of the site(s) through effective implementation of key cultural strategies such as the Leadership, and Family/Community strands of The Friendship Way. The dean assures a robust program is in place to meet students’ social and emotional needs. Ideally, each site would have a dedicated dean, but enrollment may require one dean shared across two sites. The dean reports to the school leader.
- Additional information about each position is provided in the draft job descriptions in Appendix 2 (pages 52-55).



Smart Growth Factors

To appropriately prepare for growth, the Board of Friendship Academy will conduct a rigorous and honest evaluation of their readiness to pursue expansion. The timeline below provides a general overview of key growth factors and their target completion date relative to the expansion launch.

The Board will use these milestones as clear “go/no-go” decision points for the potential expansion of the school. If one or more of the factors is not on track within the recommended timeframe, the Board and senior leadership will seriously consider whether the goal can be honestly achieved or whether expansion should be delayed. Failure to achieve two or more factors in any of the target timeframes indicates that the school is not yet prepared for expansion and a move should be delayed until the factor is “on-track.”

Smart Growth Factor	24 months pre-launch	18 months pre-launch	12 months pre-launch	6 months pre-launch
School Leader(s) <u>Gold Standard:</u> There is a clear understanding of the new leadership structure. Leaders are ready in house today, and a strong School Leader recruitment strategy is in place.	Leadership structure articulated and documented. Strong candidate(s) are identified and provided support.	Candidate performs well in formal review.	Candidate begins residency and is performing well.	Candidate performing well and confirmed as School Leader.
Facility <u>Gold Standard:</u> Availability of facility or viable facilities in target region.	Facility strategy in place.	At least 2 viable facilities identified.	Viable facility formally confirmed.	Viable facility formally confirmed.
Teacher Recruitment <u>Gold standard:</u> Effective recruitment, development and retention (85%).	Research and development of recruitment and compensation strategies.	Recruitment strategy ready to launch. Compensation strategy ready to implement.	At least 3 current teachers identified for new school.	At least 50% of teachers hired.
Student Recruitment <u>Gold standard:</u> Demand for 150% of available seats.	Recruiting plan developed. Demand for current seats demonstrated.	Student recruitment strategy ready to launch.	Letters of intent for at least 100% of first-year seats.	At least 75% of seats filled.
Finance <u>Gold standard:</u> Green on all financial performance measures. Viable fund development plan.	New school fundraising strategy in place. Financial models developed using multiple enrollment and facility targets.	New school grant/debt proposals submitted.	New school grants/debt committed.	New school grants/debt committed.
School Performance <u>Gold standard:</u> The Friendship Way is fully implemented with all success indicators achieving “mastery.”	The Friendship Way success indicators are all demonstrating at least “developing” or “skilled.”	The Friendship Way success indicators are all demonstrating at least “developing” or “skilled.”	The Friendship Way success indicators are all demonstrating “skilled” or “mastery.”	The Friendship Way success indicators are all demonstrating “skilled” or “mastery.”

Risk Factors

Expansion to a second site is critically important for increasing the number of students that can be enrolled, and for expanding the reach of FAA to provide an exceptional educational experience for greater numbers of children. In addition to the benefits of expansion, there are risks. Mitigating the risks is an essential strategic area of focus for 2017-2020:

As stewards of the mission and limited resources of Friendship Academy, it is crucial for the Board of Directors to prepare for potential risks during the expansion process. The Steering Committee identified three key risk factors which may hinder the school’s expansion plans. The following table presents the risks and mitigation strategies:

Risk Factor	Mitigation Options
Teacher Recruitment	Immediately begin developing local and national partnerships with teacher-development programs. Consider developing a strategic program to welcome undergraduate interns or student teachers to learn at FAA.
	Develop a process for accepting potential applicants 12-24 months in advance of anticipated openings. Communicate regularly with potential candidates via email newsletters and/or personal notes.
	Leverage existing teacher networks to openly market the potential need for great teachers to join the FAA team in the next two to three years. Equip existing teachers to attend every conference and professional development opportunity with key talking points about career opportunities at FAA and how to begin exploring career opportunities.
Student Recruitment	Begin leveraging parent networks and contacts. Equip existing parents with marketing materials/information to share within their own neighborhood, church or professional organizations.
	Develop multiple financial scenarios/models to determine the impact of potential recruiting shortfalls.
	Closely monitor and measure 2017-18 recruiting tactics to identify key sources of registered students. Interview new families and deepen an understanding of how and why they selected FAA as their school; adapt Student Recruitment Plan accordingly.
Facilities	The Board and senior leadership understand the complexities and challenges of securing appropriate school space within the Twin Cities market. While this strategic plan calls for finding an appropriate new site in the timeframe outlined, staff and Board leadership will delay or accelerate expansion as necessary.

Resource Development

To date, FAA has successfully raised significant funds in addition to the state per-pupil allocation, and the school will continue to develop diverse sources of funding to attain the financial resources and support necessary to expand its capacity. Funds will come from a variety of sources including small community based fundraising facilitated by FAA families to large donor grants. FAA will continuously collaborate and foster relationships with families, community organizations, individual donors and local and national foundations to solicit feedback, ideas and funding opportunities. The following table shows FAA’s fundraising accomplishments for the past two school years.

Fundraising Source	2015-16 Actual	2016-17 Actual
Individual Donors	\$ 2,000	\$3,000
School Fundraisers	\$5,000	\$5,000

Foundation Grants	\$485,000	\$330,000
Special Events	-0-	-0-
Other Gifts	-0-	-0-
Total	\$492,000	\$338,000

Financing of School Facilities

As of the fall of 2017, FAA is exploring two options for financing the additional costs of a new facility:

- Developer financing to be included as rent over at least ten years, perhaps longer, or
- Thirty-year lease with some form of tax-exempt lease revenue bond financing.

Central Office

As a small school, Friendship Academy has developed a lean and efficient front-office team that manages all aspects of the school's operations. Moving forward with the expansion plan will require each school site to understand what services are managed at the site level and what services are managed by the central office. The new operations coordinator (see above) will play a critical role in identifying and managing these relationships. Generally speaking, processes such as marketing, human resources and finance, as well as vendor services including food service, transportation and facilities, will be managed by the central office. Site staff will be responsible for providing support to the families and staff at their site and managing any unique programs.

Technology for Back Office Functions

The administration team utilizes an onsite local server to protect sensitive organizational and student data. Google Drive is also used to strengthen varying lines of communication among staff and families. Additionally, each staff member is equipped with a device that allows them to communicate throughout the day with others as necessary.

Budget and Staffing

Using support from Great Minnesota Schools, FAA has projected their budget through FY 2023. The key drivers for this budget model are:

- Student enrollment/recruiting (additional students generate additional revenue)
- Staffing projections and class size assumptions
- Facilities costs

The model assumes relatively consistent state aid and modest growth in benefits for staff.

FAA values its small size both in terms of its building(s) and within classrooms. This strategic commitment creates financial pressures that may limit the school's ability to provide additional support staff (such as elective teachers, social workers and/or educational assistants).

Current projections indicate the school will be required to raise significant resources annually in order to sustain its program model. As noted above, FAA is well-positioned to achieve its fundraising goals.

The full financial model is included in Appendix 3 (page 60).

Composite Financial Forecast

Revenues									
Description	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	
ADM	161	160	160	160	275	400	460	460	
Pupil Units	161	160	160	160	280	415	470	470	
FRL%	90%	90%	90%	90%	90%	90%	90%	90%	
General Education Aid	-	-	1,406,224	1,429,212	2,538,638	3,888,002	4,637,524	4,916,291	
Lease Aid	-	-	140,205	125,000	371,599	556,271	636,293	642,656	
Other State	-	-	5,000	-	-	-	-	-	
State Special Ed Aid	-	-	333,892	366,447	506,382	659,680	773,083	789,029	
State	-	-	1,885,321	1,910,659	3,416,620	5,104,453	6,046,900	6,347,976	
Federal Special Education	-	-	28,000	25,000	25,000	25,000	25,000	25,000	
Breakfast and Lunch Program	-	-	102,000	123,470	212,215	308,676	347,261	347,261	
Title Funds	-	-	59,000	55,000	55,000	55,000	55,000	55,000	
CSP Startup Grant	-	-	-	-	-	-	-	-	
Federal	-	-	189,000	203,470	292,215	388,676	427,261	427,261	
Other Grants	-	-	245,000	-	-	-	-	-	
Gifts and Bequests (Contributions)	-	-	6,000	7,000	7,000	7,000	7,000	7,000	
Other Local Revenues (Fees, Admissions, Misc. Revenues)	-	-	-	-	-	-	-	-	
Local	-	-	251,000	7,000	7,000	7,000	7,000	7,000	
Total Revenues	-	-	2,325,321	2,121,130	3,715,834	5,500,129	6,481,161	6,782,237	
Expenses									
Category	Sub-Category								
Instruction - Staffing	Salaries	-	512,000	519,680	650,690	1,088,149	1,198,971	1,268,664	
Instruction - Staffing	Benefits	-	143,360	145,510	182,193	290,682	335,712	355,226	
Instruction - Staffing	Professional Development	-	15,360	15,590	19,521	31,144	35,969	38,000	
Instruction	Contracted Services	-	122,880	122,880	211,200	307,200	345,600	345,600	
Instruction	Supplies	-	50,080	50,080	86,075	125,200	140,850	140,850	
Instruction	Equipment	-	-	-	-	-	-	-	
Instruction	Technology	-	15,000	15,000	62,500	55,000	25,000	25,000	
Instruction Total		-	858,680	868,741	1,212,179	1,847,376	2,082,102	2,173,400	
SPED Total		-	403,760	408,276	569,497	734,334	856,272	873,418	
Administration Staffing	Salaries	-	335,800	340,837	609,790	650,726	670,247	690,355	
Administration Staffing	Benefits	-	94,024	95,434	170,741	182,203	187,669	193,299	
Administration Staffing	Professional Development	-	6,716	6,817	12,318	13,276	13,811	14,368	
Administration	Contracted Services	-	108,976	146,400	251,625	366,000	411,750	411,750	
Administration	Supplies	-	5,280	5,280	9,166	13,465	15,300	15,453	
Administration	Equipment	-	-	-	-	-	-	-	
Administration	Technology	-	5,000	5,000	136,760	136,760	136,760	136,760	
Administration	Transportation	-	-	-	278,000	360,000	360,000	360,000	
Administration	Food	-	110,022	141,920	243,925	354,800	399,150	399,150	
Administration	Building Lease	-	138,889	138,889	412,888	618,079	705,993	714,062	
Administration	Other Facilities Costs	-	59,859	61,000	208,470	209,955	211,454	215,882	
Administration Total		-	859,566	941,577	2,333,683	2,905,264	3,113,135	3,151,080	
Arts Enrichment	Contracted Services	-	30,000	50,000	125,000	140,000	140,000	140,000	
New Costs	Technology	-	-	-	-	-	-	-	
New Costs Total		-	30,000	50,000	125,000	140,000	140,000	140,000	
Other	Authorizer Fee	-	15,024	15,024	24,752	24,752	24,752	24,752	
Other	CMO Fees	-	-	-	-	-	-	-	
Other Total		-	15,024	15,024	24,752	24,752	24,752	24,752	
Total Expenses		-	2,167,030	2,283,618	4,265,111	6,651,725	6,216,260	6,362,650	
Net Income		-	158,291	(162,488)	(549,276)	(151,596)	264,901	419,587	
Fund Balance		-	974,959	1,133,250	970,762	421,485	269,889	534,790	954,377

Governance

Key Priority IV: Maintain laser-like focus on strong governance and positive financial indicators	
Strategy IV.A	Expand the Board to broaden its expertise and to develop new networks for the school.
Strategy IV.B	Maintain highest level of financial health by achieving 90% of the “Financial Portion” of the school’s <i>Performance Framework</i> used by authorizer, Pillsbury United Communities, to conduct a biannual review.
Strategy IV.C	Collaborate with school leadership to develop succession plans for both the school and the Board.

Board Development

The Board of Directors of Friendship Academy of the Arts is deeply dedicated to the school’s mission and unique culture. Many Board members have a long history with the school and are personally dedicated to its ongoing success. Like the school itself, the Board has developed strong personal relationships and works well together as a team.

As the school moves forward with its expansion planning, adding new skills and perspectives will be beneficial to the Board. Ultimately the Board of Directors is responsible for the school’s growth, which requires high confidence in the implementation and oversight of expansion plans. Individuals who have professional experience in facilities, finance, strategic planning and/or marketing could provide significant value to the Board as it evaluates the recommendations and actions of the administrative leadership.

Additionally, the Board would benefit from membership that has additional experience in resource development. Future Board members who have fundraising experience and/or a strong connection to the Twin Cities philanthropic networks could dramatically enhance the school’s ability to successfully compete for additional external resources and gifts.

The succession-planning tool further in this section provides a roadmap for the Board to plan for its future. Identifying the skills currently present on the Board and developing a network of potential candidates for the Board in the future can help prepare the organization for potential transitions.

The unique role of a charter-school Board often requires specific knowledge of both traditional Board roles (e.g. finance, governance, policy development, etc.) as well as specialized information unique to public schools (e.g. open-meeting laws, legal compliance requirements, school finance, etc.). Investing in the ongoing growth and development of the Board itself can protect the organization from potential errors.

The FAA Board has already indicated a commitment to strengthening its internal practices. Great Minnesota Schools invited FAA to participate in a Board-development program, customized to meet its needs. The goal is to ensure the Board adopts “good governance” practices in areas such as effective

orientation, the development of annual goals/work plans, creating a self-assessment process, and developing a schedule to implement potential changes. The Board is in the process of submitting its self-assessment of needs to GMS with tentative plans to begin receiving direct support in the fall of 2017.

Strategic Oversight

In order for FAA to achieve increasing levels of excellence, the Board will maintain—and increase where necessary—a laser-like focus on the successful implementation of the Key Priorities and Strategies presented for 2017-2020. This will require a deep understanding and monitoring of how the school leadership is implementing the strategic plan. The Board and leadership pride themselves on a positive, collegial partnership that supports the culture and ethos of Friendship Academy. This culture of mutual support can be maintained while deepening the Board’s understanding and investment in the school’s strategic direction. By asking a lot of questions, expecting detailed evidence of implementation, and monitoring outcomes and results, the Board will help the leadership team effectively meet the school’s ambitious goals.

The Board has demonstrated strong financial oversight and provides appropriate controls to ensure the school is in good fiscal shape. It is essential that strong fiscal practices are carried into the future. Because enrollment is so critical to the well-being of the school, a strategic area of focus for 2017-2020 will be on monitoring FAA’s marketing and student-recruitment strategy.

Strategic Goal IV.B aligns the board’s financial management responsibilities to the existing performance framework of the school’s authorizer, Pillsbury United Communities. Meeting a high standard of excellence on the performance framework will demonstrate the school’s strong financial position. Some of the key financial metrics in the performance include unrestricted days cash, enrollment variance, reserves debt to asset ratio and cash flow.

Key Leader Succession Planning

FAA has been blessed with many strong leaders and volunteers who have dedicated years of professional service to the school. As stewards of FAA, the Board will prepare for transitions of individuals in leadership positions so that any retirements, change in life circumstances or other key leadership transitions will be managed effectively.

Succession planning for FAA calls for articulation of the responsibilities of both current and future school leaders and Board leaders, and the skills necessary to fulfill these roles. For the school leaders, this will serve as the underpinning for ensuring that job descriptions are on target, and that the recruitment, selection and development processes are focusing on the right skills. For the Board, succession planning will help ensure that either current or future members are being groomed to fill Board leadership positions, and that potential members are recruited for expertise specifically needed on the Board. Following is a process to be used for both school and Board leadership positions:

Phase One: Identify the key leadership positions that require a succession strategy. Articulate what skills are required for that position and what gifts the incumbent currently brings to the position. Identify how the current position is structured and supported through professional development and growth opportunities.

Phase Two: Document how the position may evolve and what desired new skills may be useful in the position should a personnel change occur. Determine necessary licensure, experience and skills for a new leader. Identify desired skills and traits of a new leader.

Phase Three: Prepare both an internal and external strategy for potential candidates. For potential internal candidates, identify what skills they currently possess and what development needs must be addressed for them to be successful. Provide coaching and professional development for high-potential staff/Board members in areas that will prepare them for future leadership roles. For potential external candidates identify how the school will develop a relationship and strengthen the candidate's interest in FAA.

As with student and staff recruiting discussed earlier, the leadership team and the Board will always be seeking potential candidates to serve in leadership roles for the school and on the Board. This will create a network of passionate individuals who share FAA's vision and beliefs.

Key Priorities and Strategies

Key Priority I: Institutionalize The Friendship Way

Strategy I.A: The leadership team will implement the monitoring system and adapt it as needed to assure consistent implementation of The Friendship Way.

Strategy I.B: The Board will implement the Board monitoring system to track implementation of The Friendship Way using the identified success indicators to provide evidence-based oversight.

Key Priority II: Recruit, develop and retain topnotch staff

Strategy II.A: Implement and continuously improve processes for recruiting, selecting, developing, and supporting teachers and school leaders.

Strategy II.B: Conduct a comprehensive compensation study in the local market, and develop a robust compensation plan that emphasizes a holistic package of benefits.

Key Priority III: Launch first expansion to serve more students

Strategy III.A: Review and refine the Middle School program plan to ensure readiness for program implementation.

Strategy III.B: Secure adequate facility/ies to meet the school's expansion targets.

Strategy III.C: Review and refine the "Smart Growth Factors" and "Risk Factors" to prepare for expansion.

Key Priority IV: Maintain laser-like focus on strong governance and positive financial indicators

Strategy IV.A: Expand the Board to broaden its expertise and to develop new networks for the school.

Strategy IV.B: Maintain the highest level of financial health by achieving 90% on the "Financial Portion" of the *Performance Framework* used by authorizer, Pillsbury United Communities, to conduct a biannual review.

Strategy IV.C: Collaborate with school leadership to develop succession plans for both the school and the Board.

Appendix 1: 2017-19 Timeline of Implementation

2017-18

	Strategic Plan	2017-18	2017-18	2017-18	2017-18
	Reference Page(s)	September 1	December 1	March 1	June 1
Key Priority I: Institutionalize the Friendship Way					
Strategy I.A: The leadership team will implement the monitoring system and adapt it as needed to assure consistent implementation of the Friendship Way.	Success Factors: 19-30	<i>Refine and strengthen success indicators</i>	<i>Prepare data needed for board quarterly reviews</i>		<i>Refine and strengthen success indicators</i>
Strategy I.B: The Board will implement the board monitoring system to track implementation of the Friendship Way using the identified success indicators to provide evidence-based oversight.	31		<i>Review "Academics"</i>	<i>Review "Leadership"</i>	<i>Review "Arts"</i>
Key Priority II: Recruit, develop and retain topnotch staff					
Strategy II.A: Implement and continuously improve processes presented for recruiting, selecting, developing and supporting teachers and school leaders.	32-36	<i>Review previous year results and adapt processes as necessary</i>	<i>Develop specific strategies for the spring recruiting season</i>	<i>Implement current year strategies</i>	<i>Monitor and adjust</i>
Strategy II.B: Conduct a comprehensive compensation study in the local market, and develop a robust compensation plan that emphasizes a holistic package of benefits.	36-37			<i>Launch compensation study</i>	
Key Priority III: Launch first expansion to serve more students					
Strategy III.A: Review and refine the Middle School program plan to ensure readiness for program implementation.	40-46	<i>Refine and strengthen academic platform</i>		<i>Conduct site visits to high performing middle schools</i>	
Strategy III.B: Secure adequate facility (ies) to meet the school's expansion targets.		<i>Review available sites and financial impacts</i>		<i>Finalize decision</i>	<i>Develop and implement plan for move that includes all operational tasks (i.e. technology, equipment, personnel)</i>
Strategy III.C: Review and refine smart growth factors and mitigation strategies to prepare for expansion.	44-45	<i>Monitor and refine quarterly</i>			
Key Priority IV: Maintain Laser-like focus on strong governance and positive financial indicators					
Strategy IV.A: Expand the Board to broaden its expertise and to develop new networks for the school.	49		<i>Develop potential prospects and/or nominating committee</i>	<i>Develop relationships and recruit new board members (ongoing)</i>	
Maintain highest level of financial health by achieving 90% of the "Financial Portion" of the school's Performance Framework used by authorizer, Pillsbury United Communities, to conduct a biannual review.	49-50		<i>Board reviews deadlines of fall submissions to MDE</i>	<i>Board reviews audit</i>	<i>Board reviews fund balance and related policies</i>
Strategy IV.C: Collaborate with school leadership to develop succession plans for both the school and the Board.	50-51		<i>Begin succession planning conversation with board and senior leadership</i>	<i>Launch recommended process (pp 45-46)</i>	<i>Finalize plan</i>

2018-19

	Strategic Plan Reference Page(s)	2018-19 September 1	2018-19 December 1	2018-19 March 1	2018-19 June 1
Key Priority I: Institutionalize the Friendship Way					
Strategy I.A: The leadership team will implement the monitoring system and adapt it as needed to assure consistent implementation of the Friendship Way.	Success Factors: 19-30	Prepare data needed for board quarterly reviews			Refine and strengthen success indicators
Strategy I.B: The Board will implement the board monitoring system to track implementation of the Friendship Way using the identified success indicators to provide evidence-based oversight.	31	Review "Family/Community Collaboration"	Review "Friendship Core"	Review "Academics"	Review "Leadership"
Key Priority II: Recruit, develop and retain topnotch staff					
Strategy II.A: Implement and continuously improve processes presented for recruiting, selecting, developing and supporting teachers and school leaders.	32-36	Review previous year results	Refine recruiting strategy	Implement current year strategies	Monitor and adjust
Strategy II.B: Conduct a comprehensive compensation study in the local market, and develop a robust compensation plan that emphasizes a holistic package of benefits.	36-37	Finalize recommendations	Use new strategies for budget planning		Launch revised compensation strategies
Key Priority III: Launch first expansion to serve more students					
Strategy III.A: Review and refine the Middle School program plan to ensure readiness for program implementation.	40-46	Finalize academic platform	Finalize operational details	Hire staff	Professional development
Strategy III.B: Secure adequate facility (ies) to meet the school's expansion targets.					
Strategy III.C: Review and refine smart growth factors and mitigation strategies to prepare for expansion.	44-45	Monitor and refine quarterly			
Key Priority IV: Maintain Laser-like focus on strong governance and positive financial indicators					
Strategy IV.A: Expand the Board to broaden its expertise and to develop new networks for the school.	49	Monitor and adjust strategy	Develop relationships and recruit new board members (ongoing)		
Maintain highest level of financial health by achieving 90% of the "Financial Portion" of the school's Performance Framework used by authorizer, Pillsbury United Communities, to conduct a biannual review.	49-50	Board reviews performance framework results from 2017-18	Board reviews deadlines of fall submissions to MDE	Board reviews audit	Board reviews fund balance and related policies
Strategy IV.C: Collaborate with school leadership to develop succession plans for both the school and the Board.	50-51	Review annually			

2019-20

	Strategic Plan	2019-20	2019-20	2019-20	2019-20
	Reference Page(s)	September 1	December 1	March 1	June 1
Key Priority I: Institutionalize the Friendship Way					
Strategy I.A: The leadership team will implement the monitoring system and adapt it as needed to assure consistent implementation of the Friendship Way.	Success Factors: 19-30	<i>Prepare data needed for board quarterly reviews</i>			<i>Refine and strengthen success indicators</i>
Strategy I.B: The Board will implement the board monitoring system to track implementation of the Friendship Way using the identified success indicators to provide evidence-based oversight.	31	<i>Review "Arts"</i>	<i>Review "Family/Community Collaboration"</i>	<i>Review "Friendship Core"</i>	<i>Review "Academics"</i>
Key Priority II: Recruit, develop and retain topnotch staff					
Strategy II.A: Implement and continuously improve processes presented for recruiting, selecting, developing and supporting teachers and school leaders.	32-36	<i>Review previous year results</i>	<i>Refine recruiting strategy</i>	<i>Implement current year strategies</i>	<i>Monitor and adjust</i>
Strategy II.B: Conduct a comprehensive compensation study in the local market, and develop a robust compensation plan that emphasizes a holistic package of benefits.	36-37		<i>Develop initial evaluation tools for new strategies</i>	<i>Review and adjust new strategies based on evaluation results</i>	
Key Priority III: Launch first expansion to serve more students					
Strategy III.A: Review and refine the Middle School program plan to ensure readiness for program implementation.	40-46	<i>Launch</i>	<i>Monitor and adjust strategies and program</i>		
Strategy III.B: Secure adequate facility (ies) to meet the school's expansion targets.					
Strategy III.C: Review and refine smart growth factors and mitigation strategies to prepare for expansion.	44-45	<i>Monitor and refine quarterly</i>			
Key Priority IV: Maintain Laser-like focus on strong governance and positive financial indicators					
Strategy IV.A: Expand the Board to broaden its expertise and to develop new networks for the school.	49	<i>Develop relationships and recruit new board members (ongoing)</i>		<i>Monitor and adjust strategy</i>	
Maintain highest level of financial health by achieving 90% of the "Financial Portion" of the school's Performance Framework used by authorizer, Pillsbury United Communities, to conduct a biannual review.	49-50	<i>Board reviews performance framework results from 2017-18</i>	<i>Board reviews deadlines of fall submissions to MDE</i>	<i>Board reviews audit</i>	<i>Board reviews fund balance and related policies</i>
Strategy IV.C: Collaborate with school leadership to develop succession plans for both the school and the Board.	50-51	<i>Review annually</i>			

Appendix 2: Draft Job Descriptions

Executive Director

Job Responsibilities

Serves as the organization's chief executive officer responsible for leading all aspects of the program and operations and assuring progress toward the mission.

Per The Friendship Way, assures the effective execution of robust academic plans at all Friendship Academy of the Arts school sites to maximize student learning.

Per The Friendship Way, assures effective development of a positive culture at all Friendship Academy of the Arts school sites to support the learning of all students.

Assures compliance with all federal, state, authorizer and Board expectations.

Hires and leads the senior leadership team, including school leaders and operations director. Responsible for developing a highly skilled team committed to the mission of Friendship Academy of the Arts.

Leads the development and implementation of all aspects of The Friendship Way, Key Priorities and Strategies.

Collaborates with staff to report progress on The Friendship Way, Key Priorities and Strategies.

Leads the financial strategy of the school and assures appropriate financial targets, including student recruitment, fundraising, school reserve and budget are met and managed appropriately.

Additional Duties

With school leaders at each site, provides direct coaching and support to teachers and staff. Demonstrates a commitment to outstanding academic results and guides staff in creating a positive school culture through The Friendship Way.

Develops and strengthens relationships with students and families. Works collaboratively with staff and volunteers to assure every child and family is honored and welcomed at Friendship Academy of the Arts.

Builds and increases relationships and collaborations with external resources, including service providers, funders, volunteers and partners. Assures external partnerships and programs align with The Friendship Way and demonstrate measurable success.

Leads the development and execution of a professional-growth strategy for all staff through participation in workshops, in-services, staff-development opportunities and/or coursework in order to improve knowledge base and appropriate skills.

Maintains appropriate communication with all stakeholders. Creates a productive environment in which there is harmony, good morale and cooperative teamwork based on modeling the best professional and ethical practices.

Operations Coordinator

Job Responsibilities

Serves as the head position responsible for leading all aspects of the organization's operations and non-academic needs across multiple sites.

Assures the effective execution of operational plans at all school sites to support student learning.

Assures compliance with all federal, state, authorizer and Board expectations.

Hires and leads the operations team to manage the day to day execution of the school's operations including (but not limited to) food-service, transportation, facilities, finance and human resources.

Assures the safety and security of all aspects of the school's physical plant.

Creates a positive culture among operations staff that aligns with The Friendship Way and the ethos of Friendship Academy of the Arts.

Leads the annual budgeting process and assures timely models and data are shared as required with the executive director and Board of Directors. Develops long-range financial models and contingencies to assure the overall financial health of the organization.

Leads the development of robust human resources strategies for Friendship Academy of the Arts with particular emphasis placed on a recruiting plan and innovative compensation strategy to attract and retain topnotch talent.

Negotiates contracts with external service providers to efficiently manage the school's resources and meet the needs of the school's program and stakeholders (e.g. transportation, food service).

Implements with the executive director the financial strategy for the school and assures appropriate financial targets, including student recruitment, fundraising, school reserve and budget are met and managed appropriately.

Additional Duties

Provides direct coaching and support to the operations team and guides staff in creating a positive school culture based on The Friendship Way.

Develops and strengthens relationships with students and families. Works collaboratively with staff and volunteers to assure every child and family is honored and welcomed at Friendship Academy of the Arts.

Builds and increases relationships and collaborations with external service providers and vendors. Assures services align with The Friendship Way and demonstrate measurable success.

Leads the development and execution of a professional growth strategy for operations staff through direct coaching, participation in workshops, in-services, staff-development opportunities and/or coursework in order to improve knowledge base and appropriate skills.

Maintains appropriate communication with all stakeholders. Creates a productive environment in which there is harmony, good morale and cooperative teamwork based on modeling the best professional and ethical practices.

School Leader (Principal)

Job Responsibilities

Serves as the leader for a specific Friendship Academy of the Arts school site, responsible for leading all aspects of the program and operations and assuring progress toward the mission.

Per The Friendship Way, assures the effective execution of Friendship Academy of the Arts academic plan to maximize student learning at the site.

Per The Friendship Way, assures effective development of a positive culture to support the learning of all students.

Provides direct coaching and support to teachers and staff. Demonstrates a commitment to outstanding academic results and guides staff in creating a positive school culture through The Friendship Way.

Assures compliance with all federal, state, authorizer Board and executive director expectations.

Hires and leads the site educational staff, including teachers and assistants. Responsible for developing a highly skilled team committed to the mission of Friendship Academy of the Arts

Leads the development and implementation of The Friendship Way, Key Priorities and Strategies.

Collaborates with staff to report progress on The Friendship Way, Key Priorities and Strategies.

Manages the site budget and appropriate financial targets, including student recruitment.

Additional Duties

Develops and strengthens relationships with students and families. Works collaboratively with staff and volunteers to assure every child and family is honored and welcomed at Friendship Academy of the Arts.

Builds and increases relationships and collaborations with external resources, including service providers, funders, volunteers and partners. Assures external partnerships and programs align with The Friendship Way and demonstrate measurable success.

Leads the development and execution of a professional growth strategy for all staff at the site through coaching, participation in workshops, in-services, staff-development opportunities and/or coursework in order to improve knowledge base and appropriate skills.

Maintains appropriate communication with all stakeholders. Creates a productive environment in which there is harmony, good morale and cooperative teamwork based on modeling the best professional and ethical practices.

Dean of Student Success

Job Responsibilities

Per The Friendship Way, leads the effective development of a positive culture at identified Friendship Academy of the Arts school sites to support the learning of all students.

Creates alignment between the sites' academic plans and social-emotional curriculum to maximize student learning.

Assures compliance with all federal, state, authorizer and Board expectations.

Leads the development and implementation of assigned aspects of The Friendship Way, Key Priorities and Strategies.

Collaborates with staff to report progress on The Friendship Way, Key Priorities and Strategies.

Provides direct coaching and support to teachers and staff in areas of culture, student success and social-emotional curriculum. Demonstrates a commitment to outstanding academic results and guides staff in creating a positive school culture through The Friendship Way.

Develops and strengthens relationships with students and families. Works collaboratively with staff and volunteers to assure every child and family is honored and welcomed at Friendship Academy of the Arts.

Monitors student behavior and develops positive strategies to help students make good choices.

Additional Duties

Builds and increases relationships and collaborations with external resources including service providers, funders, volunteers and partners. Assures external partnerships and programs align with The Friendship Way and demonstrate measurable success.

Maintains appropriate communication with all stakeholders. Helps create a productive environment in which there is harmony, good morale and cooperative teamwork based on modeling the best professional and ethical practices.

