



# School Success Plan 2021-2024

# Executive Summary

- Friendship Academy of the Arts (FAA) is a K-8 charter school serving ~ **280 students in Minneapolis**, who are **95% African American/ Black** and **80% from economically disadvantaged backgrounds**, where staff focus on developing the whole child: **social-emotionally, academically, and artistically**
- We have created a **student success profile** that defines an ideal graduate of its school. We strive to develop students who are:
  - **Innovative Scholars & Inclusive Leaders who will become Community Builders**
- Current **student performance exceeds the local district**, but **lags behind the district and state average for growth**. Over the past three years, **math performance declined** and **reading performance stagnated**
- While there are opportunities to improve academic achievement and growth, we have built a team of **committed and mission aligned staff, utilize rigorous curriculum, and partner with parents**; We will build on these strengths to address our areas of improvement
- Over the next 3 years, we have set **ambitious goals to significantly increase math and reading achievement to outperform both the local district and state**, as well as **critical goals for improving leadership systems, staff development, and staff retention**
- To achieve these goals, we have identified a focused set of strategic priorities:
  - **Build Effective High Performing Leadership Team**
  - **Refine Staff Development to Strengthen Culture & Accelerate Academic Outcomes**
  - **Retain Staff and Strengthen Morale**
- We have created a detailed implementation plan to execute on these priorities over the next three years. To carry out this plan, **we will fundraise \$323.5K**
- By successfully implementing this plan, FAA will ensure that **119 more students will be proficient on the MCA** and **174 more students will meet expected growth targets on NWEA MAP**.

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# A deeply invested Strategic Planning Committee shaped the development of this strategic plan

- **Charvez Russell** (Executive Director)
- **Carr Kpanyor** (Associate Director)
- **Kerry Kliman** (Academic Director)
- **Stephen Shepherd** (Intermediate Building Principal)
- **Kathleen Kocina** (Curriculum & Assessment Coordinator)
- **Jo Effiam** (Director of External/Internal Relations)
- **Nicole Collier** (Community Member)
- **Vanessa Buth** (Board Member, 2nd Grade Teacher)
- **Almena Baskett** (3rd Grade Teacher)
- **Danielle Handel** (Middle School Lead Teacher)
- **Akuorkor Ablorh** (Special Education Teacher)
- **Verlon Laird-Stevenson** (Administrative Director)



# The team engaged with a wide group of stakeholders to inform the plan



## Staff

- 1:1 Interviews with Executive Director, Assistant Director, Academic Director, Intermediate Principal, Curriculum & Assessment Coordinator
- Teacher focus group
- Paraprofessional Focus Group



## Students & Families

- Parent focus group
- Student focus group



## Board, External & Other

- 1:1 Interview with board member
- Reviewed ~30 internal documents across the school organization
- 3 convenings with Planning Committee
- Held weekly 1:1 advising calls with Director, Assistant Director, and Board Chair

# WHO WE ARE





**FRIENDSHIP ACADEMY**  
OF THE ARTS

Uncovering Passion - Revealing Purpose

# In 2001, community leaders committed to addressing the opportunity gap for African American students in Minneapolis and Minnesota



## Our beginnings...

- We were founded in 2001 by a group of community leaders committed to addressing the dire **opportunity gap** for African American students in Minneapolis and the state of Minnesota
- That year, we opened our doors with 37 student students ending with 47 students. Today, we **serve ~ 280 students across 2 locations in grade K-8**
- In 2011, **we revised our instructional and cultural practices to improve our academic performance**, that was lagging behind the district and state
- In 2017, FAA embarked on a strategic planning process to expand its impact by **growing to serve 450 students across two campuses**; this work led to creation of codified systems called “The Friendship Way”





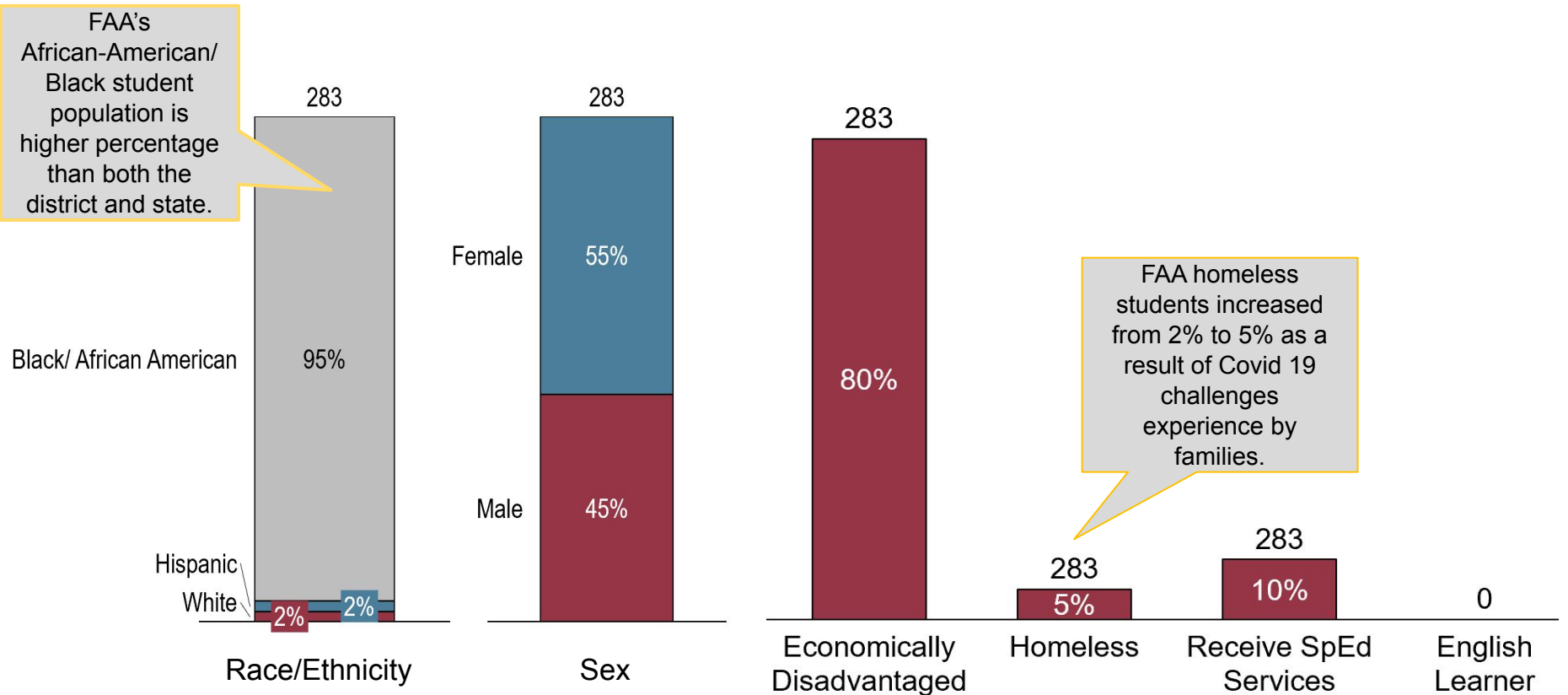
# Our program revision and creation of “*The Friendship Way*” has led to significant recognition and achievement for our students



- From 2012-2016, FAA was **recognized as a Reward School** by the Minnesota Department of education for demonstrating exemplary academic achievements in state exam proficiency and student growth
- In 2016, we were **recognized as a National Blue Ribbon School** by the United States Department of Education
- In 2019, we were **recognized by the Minnesota StarTribune for Beating the Odds**, which was designated for schools who score 10% more percentage points or higher than expected on the 2018-2019 MCA
- In 2019, we were **recognized by Minneapolis School Finder as Changing the Odds** for student’s academic performance and growth

# Today, we are a K-8 school serving ~280 students, 95% African-American/Black and 80% economically disadvantaged

## FAA student demographics by race, sex, income status, homeless, receiving SpEd services, English learners



Note: Free and Reduced Price Lunch numbers are used as a proxy to determine the % of students who are economically disadvantaged

Source: MN State Report Card Website



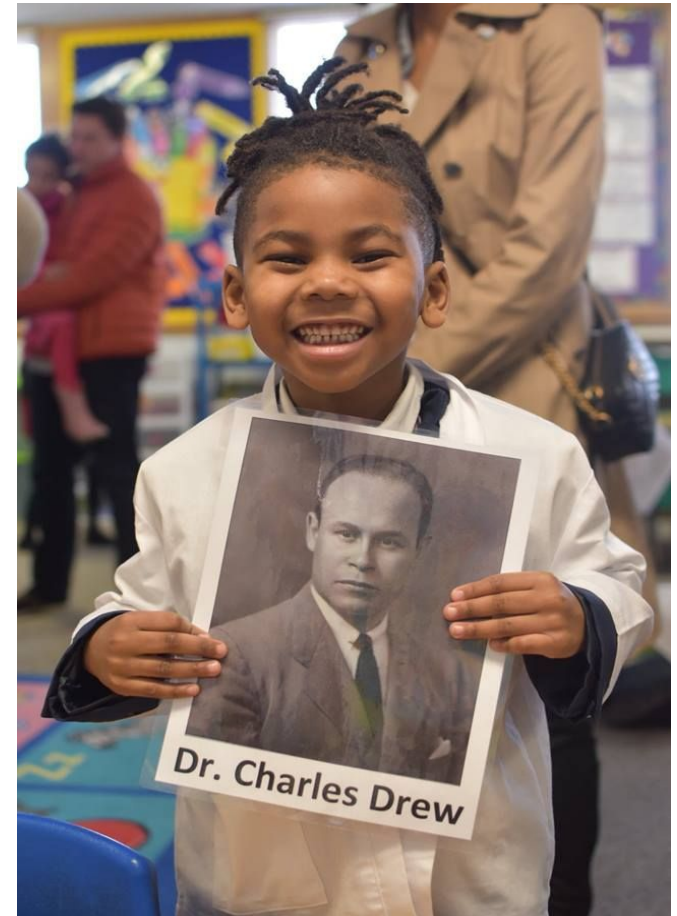
We seek to develop every child socially, emotionally, academically and artistically...(1 of 2)

**Our Mission:**

***Friendship Academy of the Arts*** will educate children to be **confident, competent and creative** citizens.

**Our Vision:**

***Friendship Academy of the Arts*** will empower scholars to be **lifelong leaders and learners** by developing the whole child socially, emotionally, academically and artistically.



# We seek to develop every child socially, emotionally, academically and artistically...(2 of 2)



## **Our 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.



...and we believe this is accomplished through “*The Friendship Way*” whole child model



# To achieve our vision, we created a student success profile and metrics that define an ideal graduate from FAA

## Innovative Inclusive Leaders



### Innovative Scholars



### Inclusive Leaders



### Community Builders

- Actively pursue knowledge, skills, and abilities that will maximize their life opportunities
- Demonstrate mastery of academic content
- Engage in the creative process and appreciate artistic expression

- Demonstrate mutual appreciation, trust, and care for relationships with adults and peers
- Serve as leaders in school and the broader community
- Value diverse perspectives and equity
- Exhibit self-awareness and confidence


- Advocate for the needs of self and others in productive ways
- Think innovatively and collaborate with others in finding restorative solutions
- Generate positive change in the communities by utilizing leadership skills

# Friendship Academy's Student Success Profile: Outcomes, Descriptions, and Evidence (1 of 3)




<u>Description</u>	<u>Skills/ Actions</u>	<u>Evidence/Measure</u>
<p><b>Actively pursue knowledge, skills, and abilities that will maximize their life opportunities</b></p> <p><b>Demonstrate mastery of academic content</b></p> <p><b>Engage in the creative process and appreciate artistic expression.</b></p>	<p>Students are aware of goals and track their own progress utilizing their Individualized Learning Plan.</p>	<p>100% of students have an Individualized Learning Plan and are able to name their goals.</p> <p>100% of students have and use a tracking system monthly to monitor progress towards their goals.</p>
	<p>Daily, students attend class, actively participate in discussions, and complete assignments by engaging in a productive struggle.</p>	<p>Students have a minimum of 95% attendance rate as recorded in JMC.</p> <p>Students have a minimum of 90% participation grade in each class.</p> <p>Students have fewer than 5 missing assignments per month.</p> <p>Students demonstrate proficiency on their SEL grades as indicated on their report cards.</p>
	<p>Students demonstrate mastery of academic content by achievement and growth targets.</p>	<p>Academic mastery measured through performance on MCA, NWEA MAP, Aimsweb, and Interim assessments.</p>
	<p>Students create projects to demonstrate knowledge and express artistic interests.</p>	<p>Students complete a minimum of 1 project every trimester.</p>

# Friendship Academy's Student Success Profile: Outcomes, Descriptions, and Evidence (2 of 3)

	<b><u>Description</u></b>	<b><u>Skills/ Actions</u></b>	<b><u>Evidence/Measure</u></b>
 <b>Inclusive Leaders</b>	<b>Demonstrate mutual appreciation, trust, and care for relationships with adults and peers</b> <b>Serve as leaders in school and the broader community</b> <b>Value diverse perspectives and equity</b> <b>Exhibit self-awareness and confidence</b>	Students actively advocate for themselves and others	Students will demonstrate proficiency in the Leader in Me (MRA) survey.
		Students inhabit the Leader in Me habits and are able to engage in dialogue respectfully and effectively with others	Students will demonstrate proficiency in the Leader in Me (MRA) survey.
		Students actively seek to learn more and inquire about the culture and values of others	Students will demonstrate proficiency in the Leader in Me (MRA) survey. One project a year will demonstrate cultural proficiency as indicated on a rubric.



# Friendship Academy's Student Success Profile: Outcomes, Descriptions, and Evidence (3 of 3)

	<b><u>Description</u></b>	<b><u>Skills/ Actions</u></b>	<b><u>Evidence/Measure</u></b>
 <b>Community Builders</b>	<b>Use knowledge acquired to advocate for the needs of self and others in productive ways</b> <b>Think innovatively and collaborate with others in finding restorative solutions</b> <b>Generate positive change in the communities by utilizing leadership skills.</b>	Students participate in restorative circles to resolve conflicts.	Students participate in restorative circles on a minimum of a bi-weekly (every other week) basis.
		Students share and discuss their own culture with others.	One project a year will demonstrate cultural proficiency as indicated on a rubric.
		Students are actively identifying and engaging in projects or opportunities to contribute to others and the broader community.	Students will complete at least three Service Learning projects or activities every year.

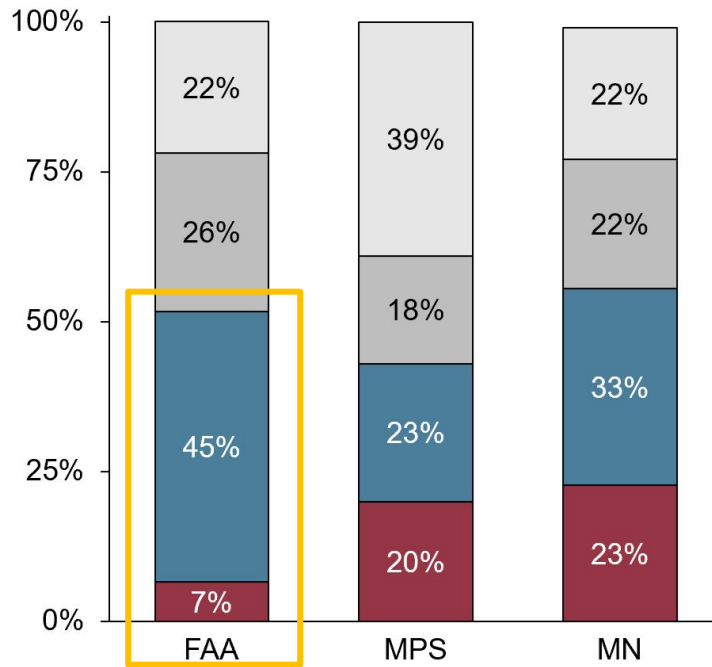


# WHERE WE ARE NOW

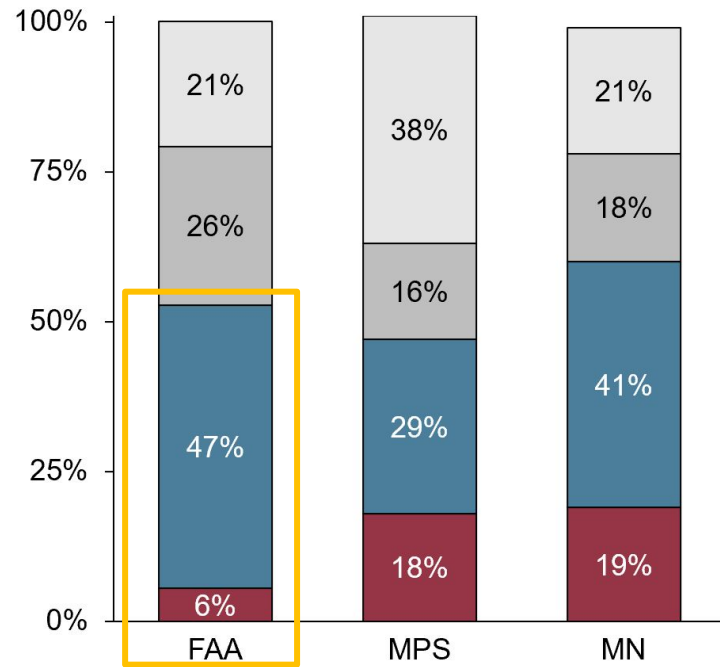


# On the 2019 MCA, FAA outperformed Minneapolis Public Schools, but lagged behind the state in reading and math

**2019 MCA Math Student Achievement Levels**



**2019 MCA Reading Student Achievement Levels**

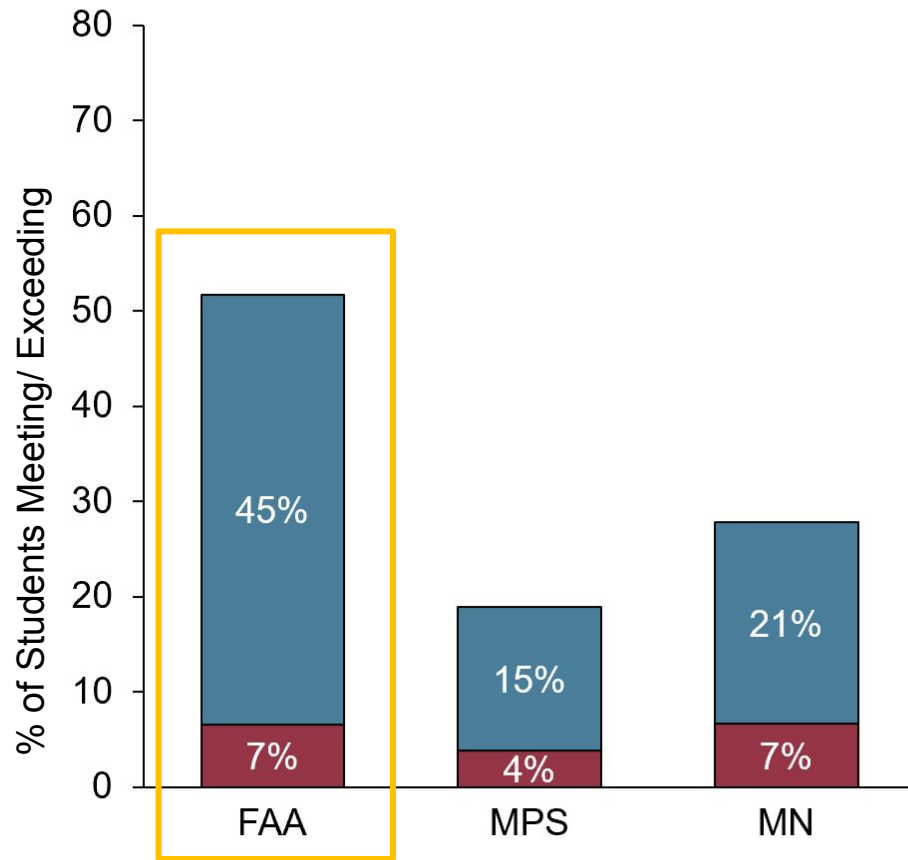


Exceeds Meets Partially Meets Does not Meet

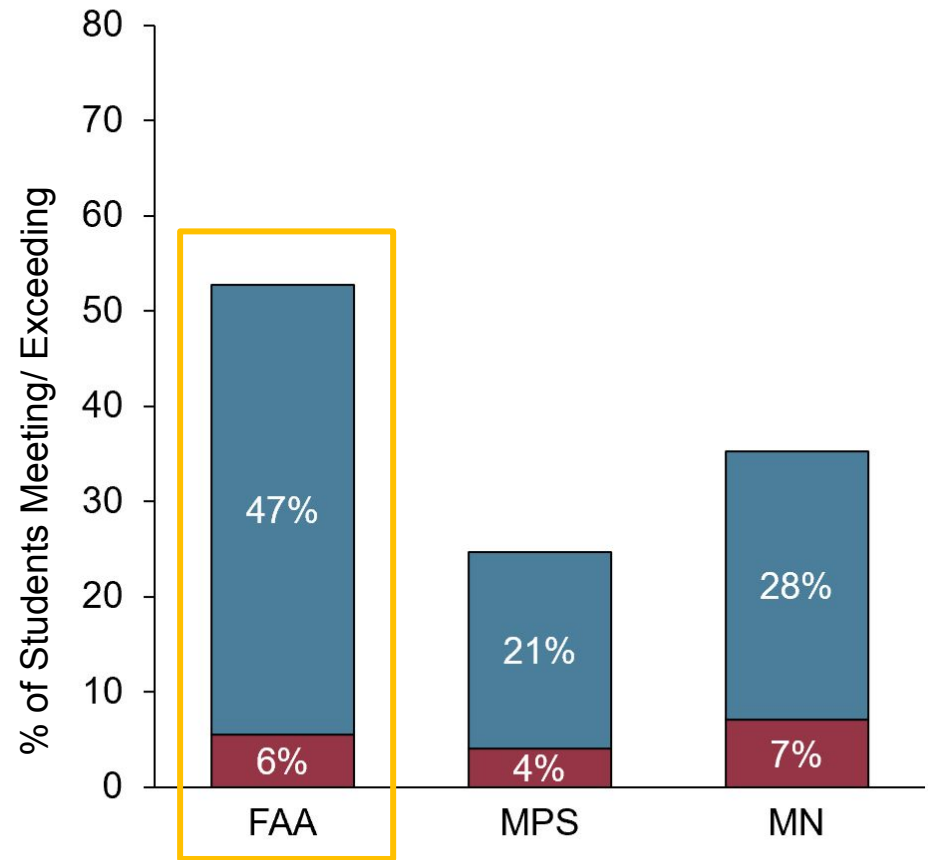
**Student achievement is considered proficient at “meets” or “exceeds” levels on the MCA.**

# Additionally, FAA achievement levels for Black students exceeded both district and state on the 2019 MCA

### 2019 MCA Math Black Student Achievement Levels



### 2019 MCA Reading Black Student Achievement Levels

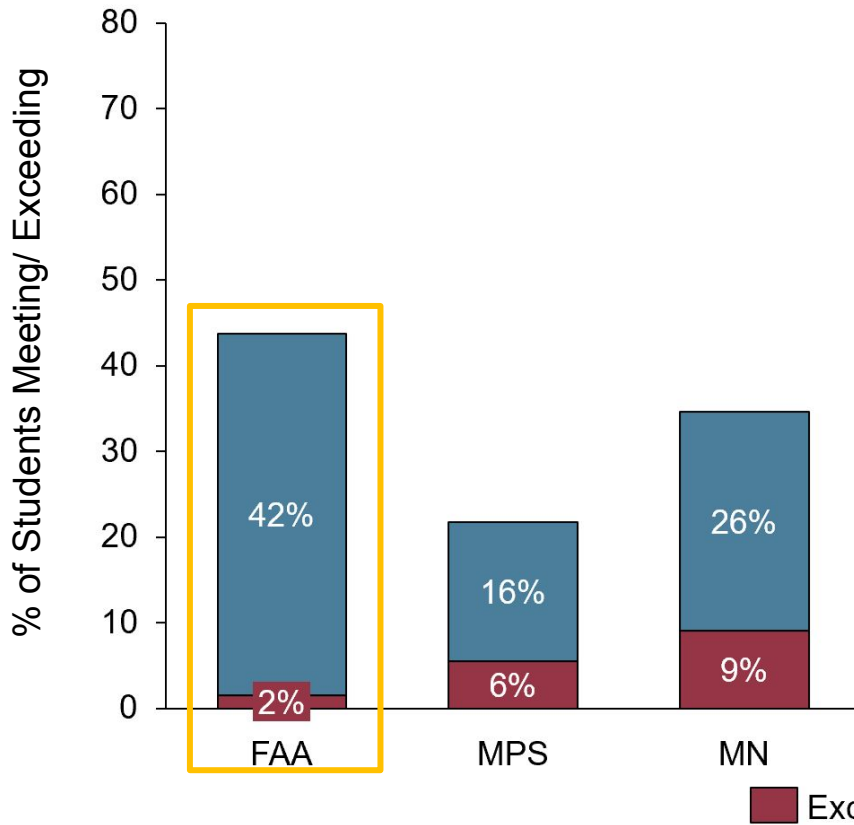


Exceeds Meets

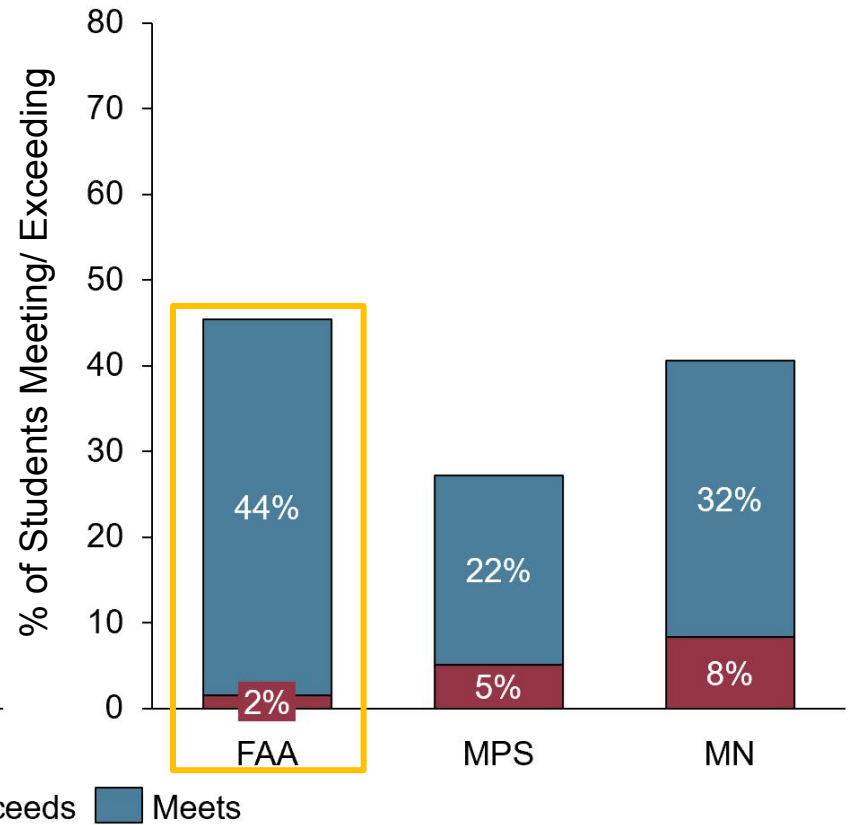
Source: MN State Report Card Website

# Similarly, FAA students classified as economically disadvantaged outperformed district and state peers

**2019 MCA Math Economically Disadvantaged Student Achievement Levels**



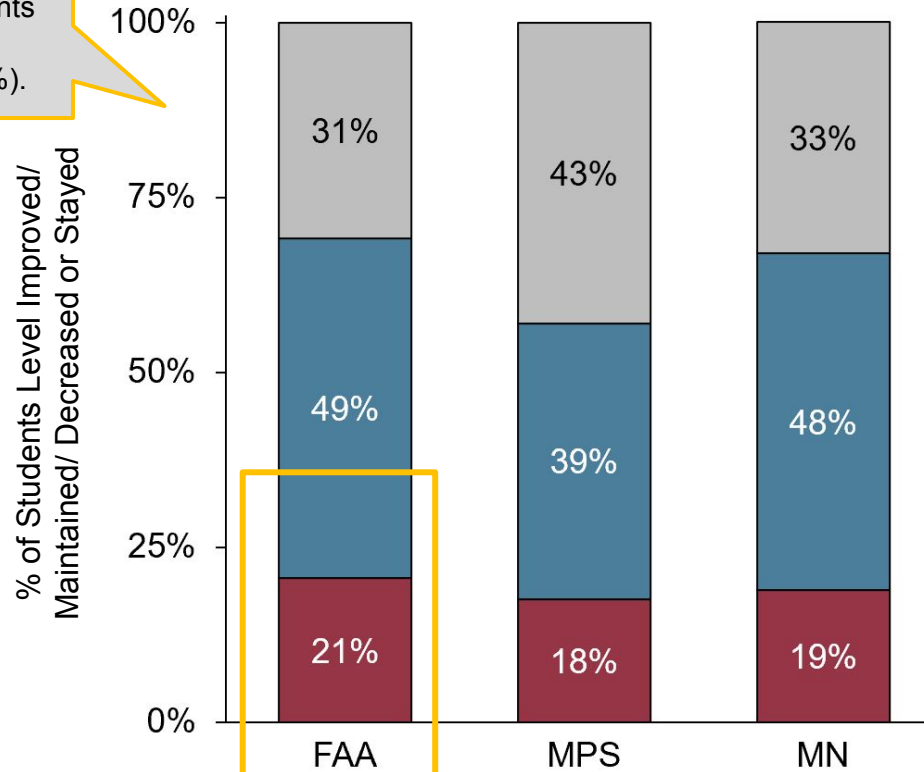
**2019 MCA Reading Economically Disadvantaged Student Achievement Levels**



# As for growth, 21% of our students improved a level on the 2019 Reading MCA, exceeding both district and state

In 2019, FAA also outperformed the district and state in % of students sustaining their achievement level (49%).

### 2019 MCA Reading Student Progress

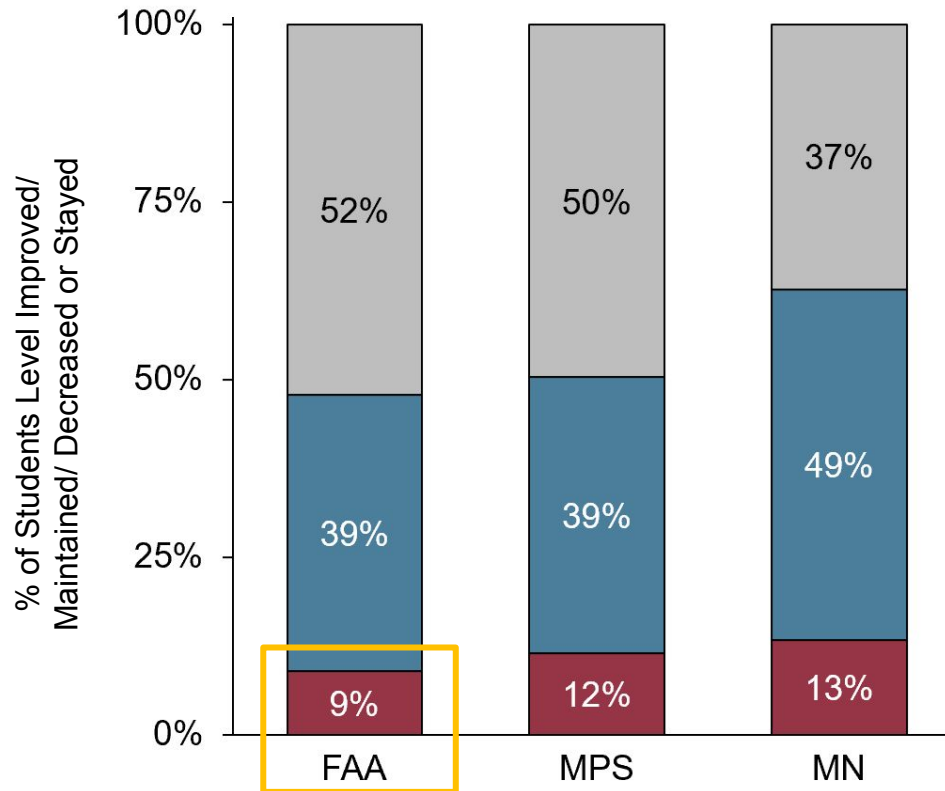


■ Level Improved ■ Level Maintained ■ Level Decreased or Stayed "Does Not Meet Standards"



# However, only 9% of student improved a level on 2019 Math MCA falling behind both the district and state

**2019 MCA Math Student Progress**



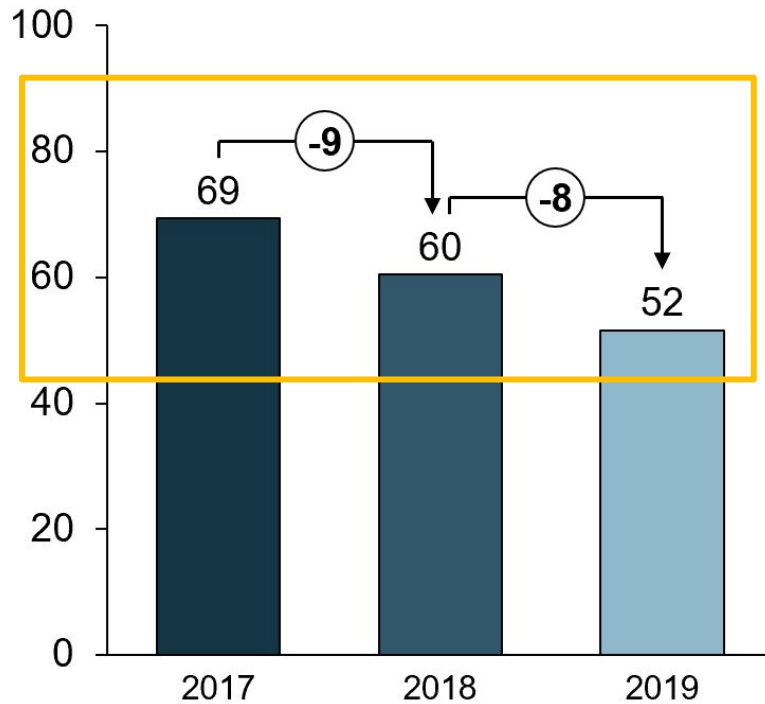
■ Level Improved ■ Level Maintained ■ Level Decreased or Stayed "Does Not Meet Standards"

Source: MN State Report Card Website

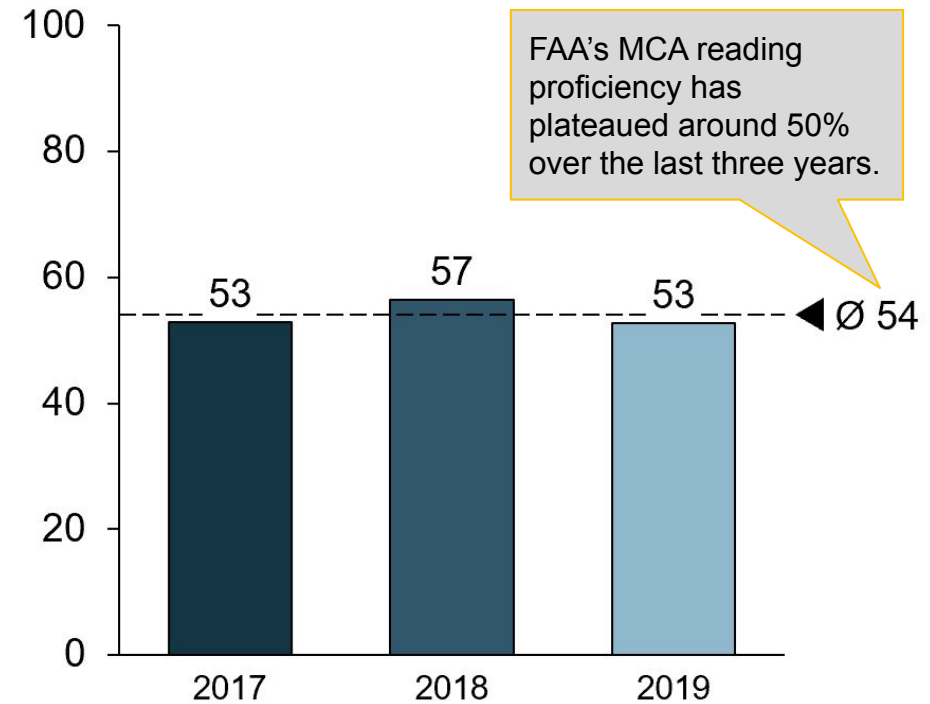


# While FAA has experienced growth in some areas, math proficiency has declined and reading is stagnant on MCAs

2017-2019 FAA Student Proficiency -Math MCA



2017-2019 FAA Student Proficiency- Reading MCA



Through this 3 year success plan, we will seek to address and improve our math and reading academic performance.



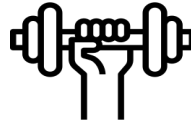
# To understand drivers of our academic outcomes, we assessed our current practices and identified key gaps



High-functioning leadership team prepared to effectively support teachers

**Improvements:**

- Defined roles and responsibilities for increased accountability
- Consistent meeting structures / cadence



Effective staff development to support strong school culture and instruction

**Improvements:**

- Refine performance management
- Strengthening intellectual preparation and coaching



Strengthened staff morale, retention, and accountability

**Improvements:**

- Develop talent retention strategy
- Consistent feedback and response systems for staff

*Addressing these improvement areas would help us better realize our student success profile:*

***Innovative Scholars + Inclusive Leaders =Community Builders***



# Fortunately, we have several school strengths to leverage as we address our improvement areas



**Mission Aligned & Committed Staff:** *“One of the greatest strengths of Friendship is that the full organization is **devoted to the mission**. This school was founded to educate children in a whole-child way, that’s in our vision and that **guides everything we do**. We are hardworking people, and **our mission will be done**.” -FAA Staff*



**Parent Engagement:** *“Parents have a lot of **opportunities to give their opinions** on things that are happening in the school.” -FAA Parent*



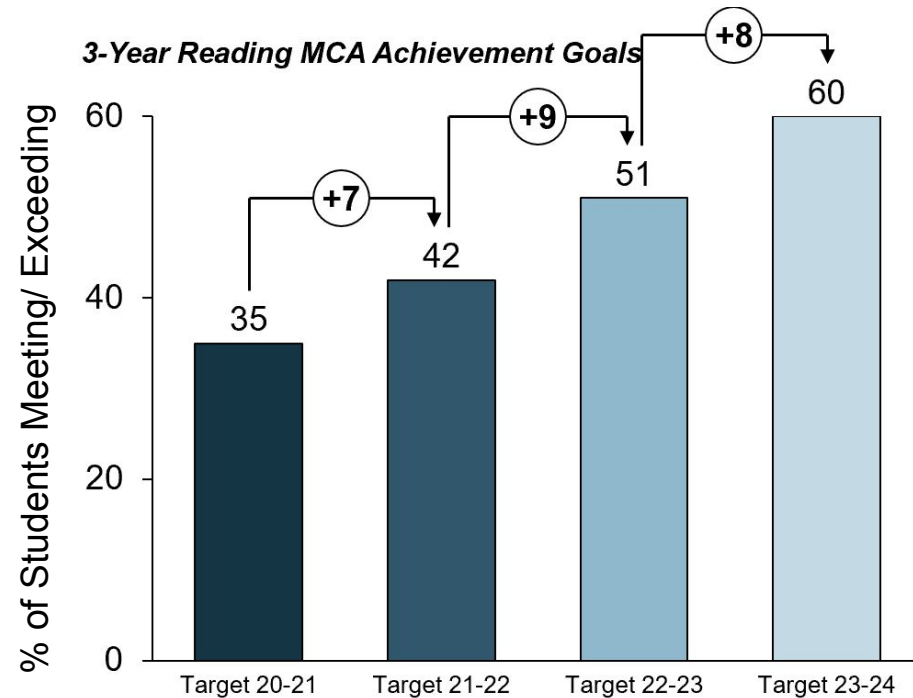
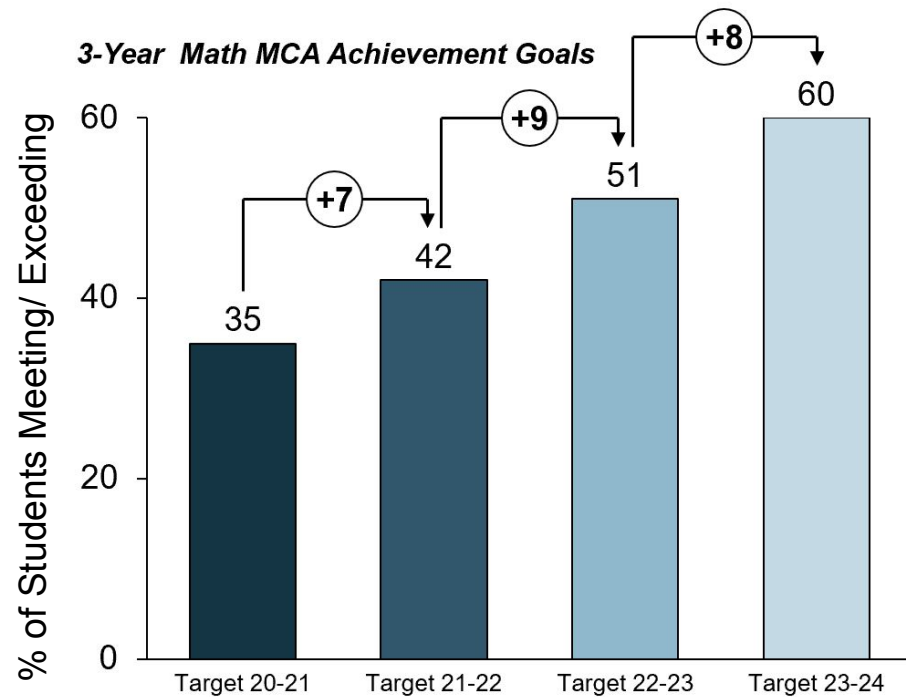
**Rigorous Academic Curriculum:** *“The curricula we have here is strong, and gets kids thinking. I can see how it **spirals on itself and pushes to understanding bigger concepts**” -FAA Staff*



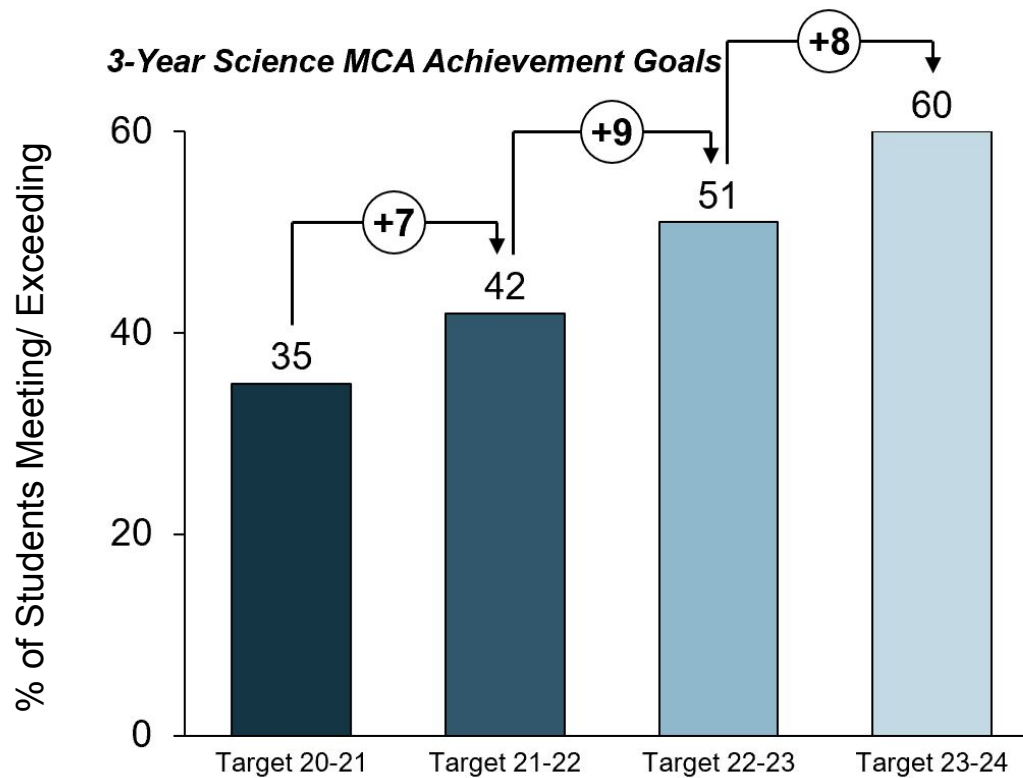
# WHERE WE ARE GOING



# We have set 3-year MCA performance goals that steadily increase academic outcomes to measure success of our plan (1 of 2)



# We have set 3-year MCA performance goals that steadily increase academic outcomes to measure success of our plan (2 of 2)



To achieve these goals, we have identified 3 key priorities

1

**Build and implement systems to become an effective and high performing leadership team**

2

**Refine staff professional development systems to strengthen school culture and accelerate academic outcomes**

3

**Build and implement systems to strengthen staff morale and retain high quality staff**

# For each priority, we have identified aligned initiatives and measures to track effective implementation (1 of 3)

## Priority 1: Build Effective and High Performing Leadership Team & Systems

Initiatives	3-Year Outcomes
<p><b>1a. Define Vision for Successful Leadership Team:</b> Define the vision for a successful leadership team to effectively drive academic excellence and school culture. Write and communicate clear role descriptions and responsibilities for the leadership team aligned to the vision</p>	<ul style="list-style-type: none"><li>● 80% of leaders agree that they know what is expected of them at work (Gallup)</li><li>● 100% of leaders set goals and receive formal evaluations against those goals each year</li><li>● 70% of teachers agree that the school has effective instructional leadership (Insight)</li></ul>
<p><b>1b. Develop Enabling Systems:</b> Develop enabling systems to support the vision including: meeting structures &amp; norms, effective communication, data, and accountability systems to effectively support planning and execution of instructional and cultural school priorities (these meetings are most critical practices for driving academic and culture outcomes)</p>	
<p><b>1c. Leader Performance Evaluation:</b> Develop a leader performance evaluation that provides accountability system for leadership execution and follow through on roles and responsibilities based on set targets, goals, and staff feedback, outlines developmental opportunities, and a system of recognition and rewards.</p>	

# For each priority, we have identified aligned initiatives and measures to track effective implementation (2 of 3)

## Priority 2: Refine Staff Professional Development Systems

Initiatives	3-Year Outcomes
<p><b>2a. Evaluate Performance Management System:</b> Evaluate teacher performance management system for alignment to skills needed to effectively implement the academic vision. If necessary make adjustments or replace rubrics, frameworks, and systems.</p>	<ul style="list-style-type: none"> <li>● 70% of teachers agree that the expectations for effective teaching are clearly defined at my school (Insight)</li> </ul>
<p><b>2b. Refine Intellectual Preparation Enabling Systems:</b> Define expectations for how to internalize lessons, tailor them to student need/ data, cultural relevance, and execute in a high fidelity manner. Refine meeting structures, norms, protocols, data and assessment systems to support teachers in meeting intellectual preparation expectations.</p>	<ul style="list-style-type: none"> <li>● 100% of teachers set goals and receive formal evaluation of those goals each year</li> <li>● Leadership team develops comprehensive PD calendar including academic and school culture trainings for all staff each year</li> </ul>
<p><b>2c. Refine Enabling Systems for Consistent Implementation of Restorative Practices:</b> Clarify roles, responsibilities, and expectations for implementing restorative practices; develop proactive and reactive protocols for school culture systems</p>	<ul style="list-style-type: none"> <li>● 100% of staff receive professional training in restorative practices framework, systems, and supporting tools each year</li> <li>● 70% of staff report that professional development opportunities at my school are well facilitated (Insight)</li> </ul>
<p><b>2d. Align PD &amp; Coaching Supports:</b> Create scope and sequence for instructional staff development. Align coaching systems to support teachers in delivering effective instruction and implementing restorative practices to meet student needs and learning modalities (in person, virtual, hybrid mediums)</p>	<ul style="list-style-type: none"> <li>● 70% of teachers report satisfaction with coaching and instructional planning supports (Insight)</li> <li>● 70% of staff accurately and regularly leverage restorative practice questions, circles, and tools as evidenced by walkthroughs and the number of staff-generated office referrals</li> </ul>



# For each priority, we have identified measures of success to track effective implementation (3 of 3)





## Priority 3: Build Systems to Retain Staff and Strengthen Morale

Initiatives	3-Year Outcomes
<p><b>3a. Develop Talent Retention Strategy:</b> Review and adjust total rewards (e.g., compensation, benefits, vacation, professional development, etc.) to ensure competitiveness within the Minnesota landscape for retaining high quality staff members</p>	<ul style="list-style-type: none"> <li>● 70% of teachers agree that leaders from the school seek out feedback from teachers (Insight)</li> <li>● 80% of teachers agree that in the last 7 days, they have received praise or recognition for doing good work. (Gallup)</li> <li>● 70% of teachers agree that they are fairly compensated for the work that they do (Insight)</li> <li>● 70% of high quality staff retained each year</li> </ul>
<p><b>3b. Develop Staff Morale Strategy:</b> Develop a plan to address the highest leverage staff concerns using recent TNTP Insight, and SQR data ; create a comprehensive, consistent, and sustainable system of recognition to celebrate, recognize, and affirm the work and impact of staff</p>	
<p><b>3c. Build System for Continuous Feedback &amp; Accountability:</b> Develop a staff feedback system to regularly collect and respond to stakeholder concerns</p>	



# To measure the success of these strategies, we created a dashboard to track our goals for the next 3 years

***We have set 3-year targets for key improvement areas in the in the SSP...***

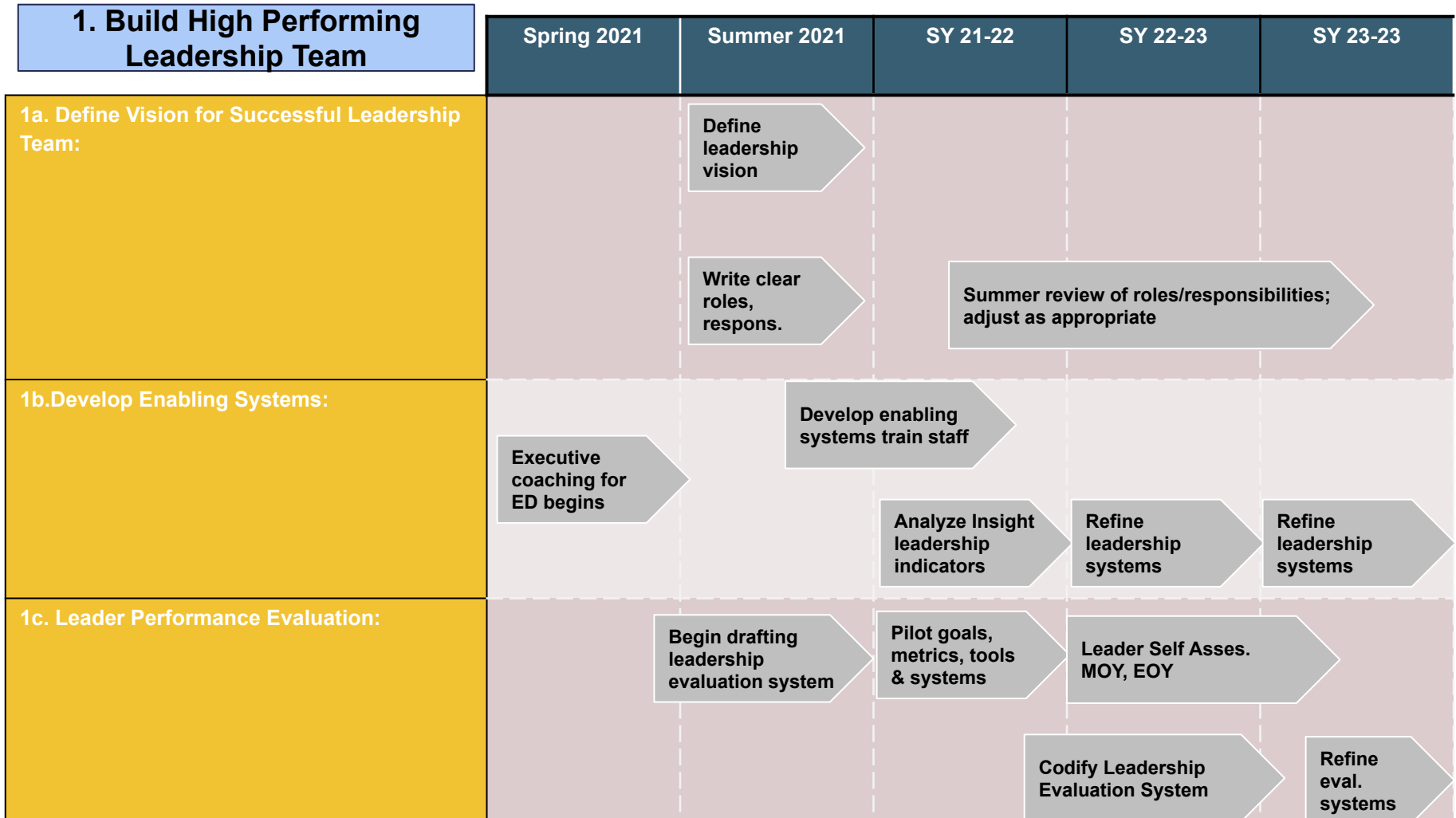
<i>Dimension</i>	% students/ staff demonstrating:	<i>Current</i>	<i>3-Year Target</i>
 <b>Academic Proficiency &amp; Growth</b>	Proficiency on math/ reading/ science state assessments (MCA/ NWEA/)	35%/50%	60%/70%
	Students meet growth targets on NWEA MAP	TBD	70%
	K-2 Students at of above grade level on in reading on Aimsweb	TBD	70%
 <b>School Culture &amp; Climate</b>	Student Office Referrals: Fewer than X% student referrals across the school community per year	TBD	TBD
	School Culture: 80% of staff agree that across the school, there are consistent expectations and consequences for student behavior	TBD	80%
	School Culture: 80% of staff agree that school leader provide them with the support needed to maintain high standards for student behavior in the classroom	TBD	80%
	School Culture: 80% of staff agree that school leaders promote a safe and productive learning environment at my school	TBD	80%
 <b>Professional Development</b>	Teacher Performance Eval Data: 70% staff earn a rating of 3 or higher on performance rubric (beginning 2022-2023)	TBD	70%
	Professional Development: 60% staff agree/ strongly agree that there are opportunities for professional growth in my role	TBD	60%
	Professional Development: 80% staff agree/ strongly agree that the school is committed to improving their instructional practice.	TBD	80%
 <b>Staff Retention &amp; Morale</b>	Retention Rates: 70% of staff members are retained each year	TBD	70%
	Staff Satisfaction Data: 60% of staff agree/ strongly agree that they are compensated fairly for the work that they do. (Insight)	TBD	60%
	Staff Satisfaction Data: 70% of staff agree/ strongly agree that when school leadership commits to a program or priority they follow through. (Insight)	TBD	70%
	Staff Satisfaction Data: 70% of staff agree/ strongly agree that leaders at the school seek out feedback from teachers. (Insight)	TBD	70%

***We will track progress in this [Outcomes Dashboard](#).***

# HOW WE WILL GET THERE



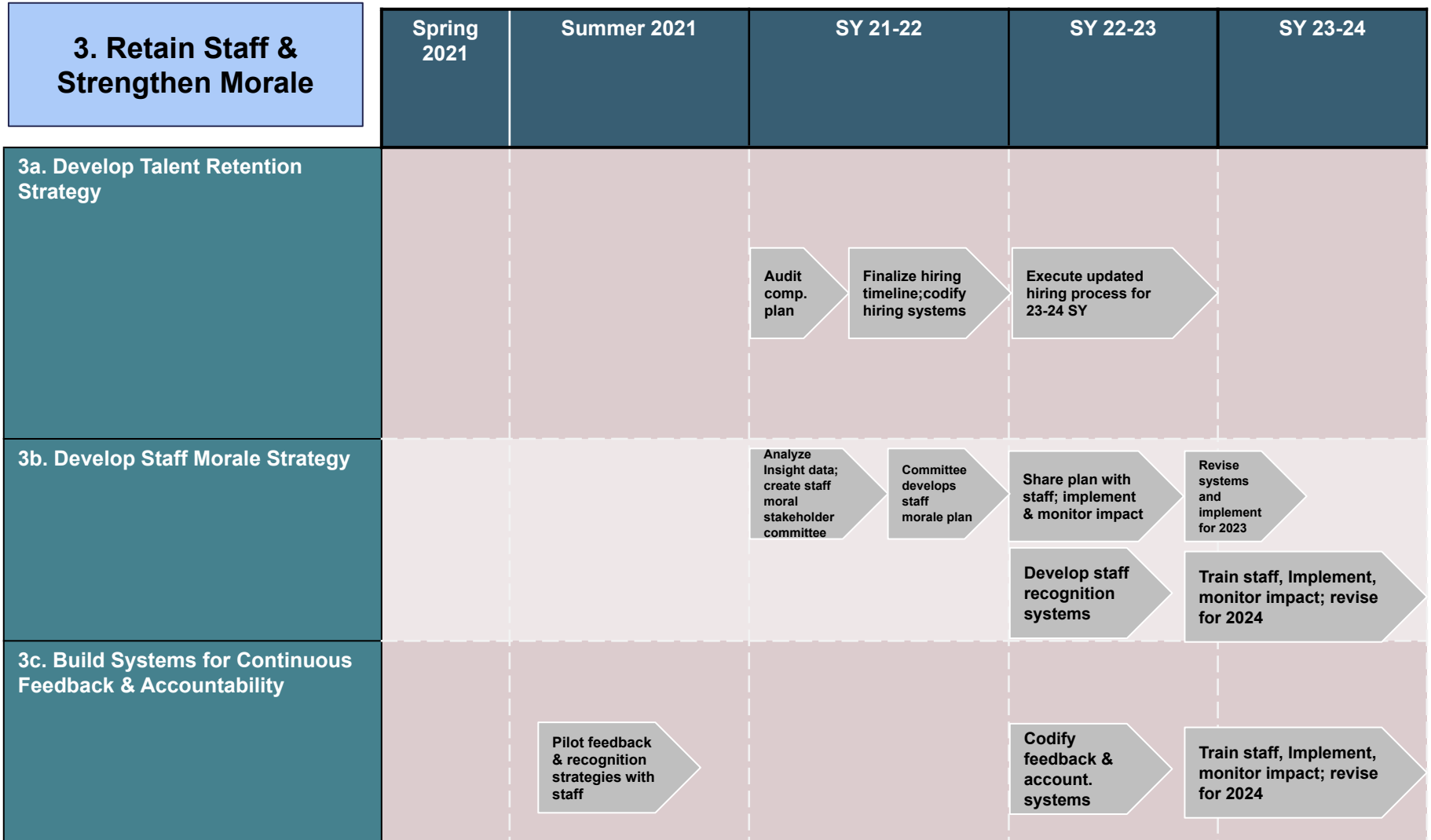
# To execute strategic priorities, we have also developed key actions for each initiative over the next three years (1 of 3)



# To execute strategic priorities, we have also developed key actions for each initiative over the next three years (2 of 3)

2.Refine Staff Professional Development Systems	Spring 2021	Summer 2021	SY 21-22	SY 22-23	SY 23-24
2a. Evaluate Performance Management Systems				Evaluate PM system, feedback, alignment	Train staff, implement, monitor, refine
2b. Refine Intellectual Preparation Enabling Systems	Refine expectations & systems int. prep	Train staff on expect. and systems	Implement & monitor effectiveness	Refine system prior to 2022 training	
2c. Refine Enabling Systems for Consistent Implementation of Restorative Practices	Refine expectations & systems restorative practices	Train staff on expect. and systems	Implement & monitor effectiveness	Refine system prior to 2022 training	
2d. Align PD and Coaching Supports				Codify coaching supp. practices 22-23	Train staff, implement, monitor effectiveness Refine system for 2023 impl.

# To execute strategic priorities, we have also developed key actions for each initiative over the next three years (3 of 3)



# Total Investments: We will need to make the following high-impact investments to successfully execute this plan (1 of 2)

Investment by Priority	With Incremental Funding		Without Incremental Funding
	Description	Total Cost	
<b>1. Build High Performing Leadership Team</b>	<ul style="list-style-type: none"> <li>Executive coaching for Dr. Russell</li> <li>Leader Planning Retreat</li> <li>Achievement Network Partnership</li> <li>Relay GSE Training</li> <li>Leader Dev. K-5 Eureka Curriculum</li> <li>Leader Dev. Coaching</li> <li>Leader Dev. Data platform support</li> </ul>	<p><b>\$0 (TBD)</b></p> <ul style="list-style-type: none"> <li>\$6,000</li> <li>\$75,000</li> <li>\$15,000</li> <li>\$1,500</li> <li>\$21,000</li> <li>\$7,500</li> </ul>	<ul style="list-style-type: none"> <li>We will continue to meet as necessary</li> <li>Only use coaching services, not assessment and data platform</li> <li>Utilize current curriculum knowledge for implementation</li> <li>Seek other funding sources</li> <li>Develop system internally to keep track</li> </ul>
<b>2. Refine Staff Professional Development</b>	<ul style="list-style-type: none"> <li>Great Minds Curriculum PD</li> <li>Printing-Great Minds Curriculum TE</li> <li>Great Minds Virtual Implem. Support</li> <li>Early childhood PD for K-1 Staff</li> <li>Edulastic Premium/ Eureka Affirm</li> <li>Restorative Practices PD</li> <li>Innocent Classroom PD</li> <li>Curriculum Consumables: Math &amp; ELA</li> <li>Whetstone Education</li> </ul>	<ul style="list-style-type: none"> <li>\$12,000</li> <li>\$6,000</li> <li>\$6,000</li> <li>\$3,000</li> <li>\$3,000</li> <li>\$15,000</li> <li>\$15,000</li> <li>\$78,000</li> <li>\$15,000</li> </ul>	<ul style="list-style-type: none"> <li>Consider alternative PD using current materials</li> <li>Use electronic editions and print as needed</li> <li>Utilize call support as needed</li> <li>Use current knowledge/ research for internal PD</li> <li>Create internal formative assessments</li> <li>Internal training on unconscious bias without ongoing support</li> <li>Limit purchase of hard copies</li> <li>Develop internal tracking system for teacher dev.</li> </ul>

See [here](#) for a spreadsheet sequencing our investments over the next 3 years



# Total Investments: We will need to make the following high-impact investments to successfully execute this plan (2 of 2)

Investment by Priority	With Incremental Funding		Without Incremental Funding
	Description	Total Cost	
<b>3. Retain Staff &amp; Strengthen Morale</b>	<ul style="list-style-type: none"> <li>Discretionary funds for staff morale</li> <li>Staff gym equipment</li> <li>External Consultant Mental Health Support</li> <li>Staff Team Building</li> </ul>	\$12,000 \$2,500 \$15,000  \$15,000	<ul style="list-style-type: none"> <li>We will have limited events and appreciation within budget allocation</li> <li>Promote wellness with activities within allocated budget</li> <li>We will not provide external mental health support for staff</li> <li>We will hold team building activities within allocated budget</li> </ul>
<b>Total Costs</b>		<b>\$323.5K</b>	

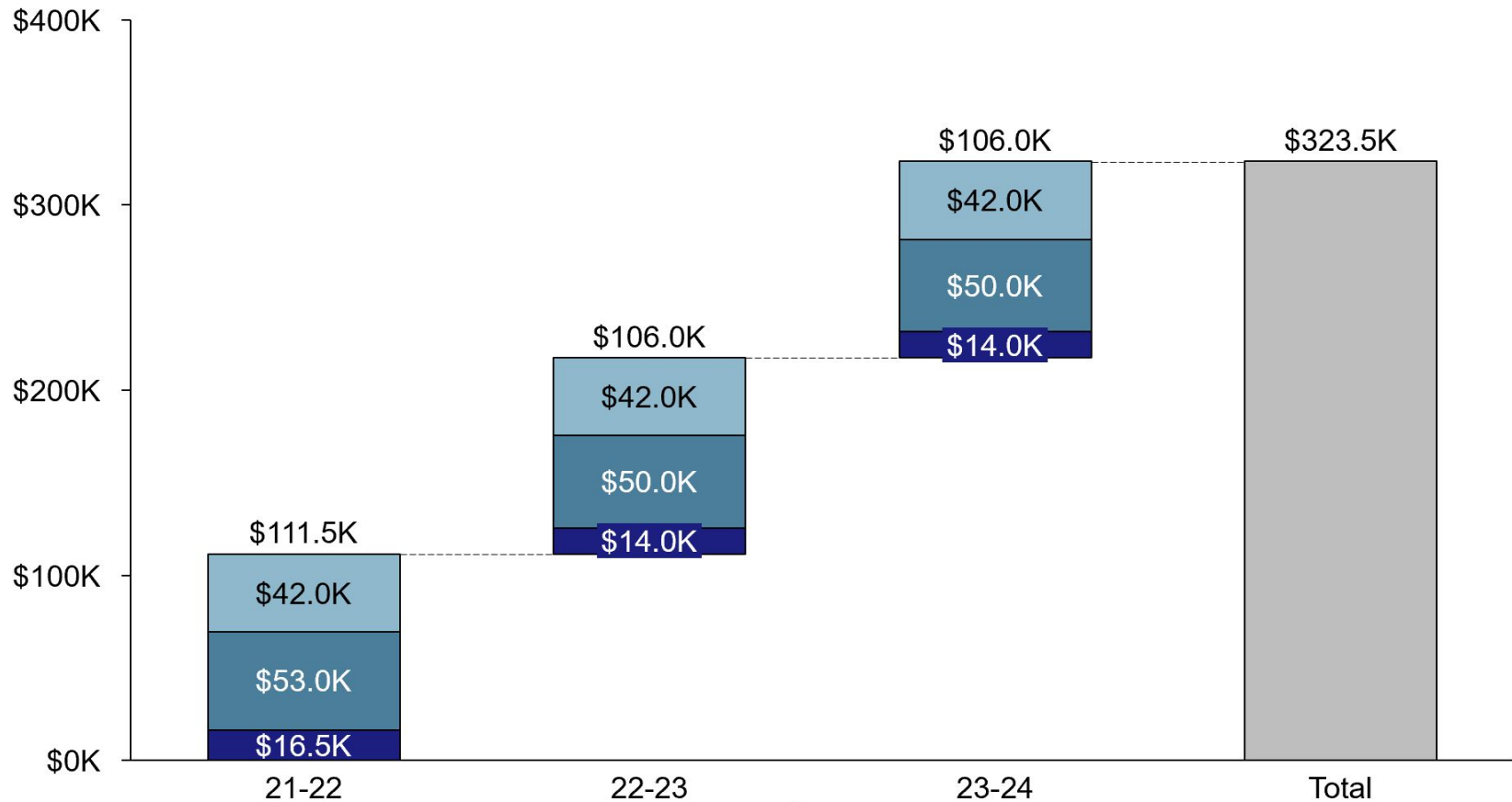
See [here](#) for a spreadsheet sequencing our investments over the next 3 years





# Total Investments: Here are the funding investments broken out by priority area and year

**Total Investment by Priority & School Year (in \$K)**



- Priority 1: Leadership Development
- Priority 2: Staff Development
- Priority 3: Staff Retention & Morale
- Total



# We will proactively avoid/address identified risks to this plan with set mitigation strategies

Risks	Mitigation Strategies
<ul style="list-style-type: none"><li>Continued challenges emerging from Covid 19</li></ul>	<ul style="list-style-type: none"><li>FAA has faced challenging circumstances with the global pandemic and there are competing priorities. We have intentionally reduced the initiatives occurring in the first year of the plan to allow our team to adapt to pressing priorities emerging from the pandemic. We prioritized staff development for intellectual preparation versus executing strategic intervention to ensure all on grade level instruction was effective.</li></ul>
<ul style="list-style-type: none"><li>Alignment of leadership roles and responsibilities in executing plan</li></ul>	<ul style="list-style-type: none"><li>To execute this plan, we will need to clarify leader roles and responsibilities, systems, and set dedicated time for our leaders to build capacity. We have included executive coaching support for the Executive Director for executing initial strategies in priority 1 beginning Spring 2021 through summer leadership planning and development.</li></ul>
<ul style="list-style-type: none"><li>Fidelity of plan implementation</li></ul>	<ul style="list-style-type: none"><li>To monitor the fidelity of implementation, we have included the following:<ul style="list-style-type: none"><li>Data dashboard of implementation measures toward 3 year goals to track progress</li><li>Detailed implementation plan with timeline, key actions and deliverables for each initiative</li><li>Bellwether will review progress against our implementation targets/ metrics in the first year of implementation</li></ul></li></ul>
<ul style="list-style-type: none"><li>Sustainable enrollment &amp; staffing</li></ul>	<ul style="list-style-type: none"><li>We need students and related staff to effectively implement the plan. We will work to retain current students and proactively enroll to backfill under enrolled grade levels. We will implement strategies to retain staff by addressing staff concerns and needs.</li></ul>

# Implementing this plan will lead to students and staff realizing their potential and school goals



## In 3 years, FAA will have:

**119** more students meet / exceed grade level performance in math and reading on MCAs

**174** more students will meet expected growth targets on NWEA MAP in math and reading

**70%** of staff returning to continue their impact in teaching and learning with students

**A robust** performance management system that develops, recognizes, and rewards staff for their impactful work with students



# Appendix

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# Our SQR framework has 9 dimensions, each with multiple indicators used to assess the school

For the GMS G2G Initiative, we will prioritize our quality review on the orange highlighted cells and on school outcomes.

	Program	Culture	Organization Roles	Human Capital	Community Engagement	Goal Setting	Operations	Finance	Governance
Quality Indicators	Program vision and design	Diversity, equity, and inclusion	Decision-making and prioritization	Teacher recruitment, selection, and retention	Student recruitment	Long-term planning	IT	Financial controls	Board structure and composition
	Focused and aligned goals	Mission alignment and commitment	Well-defined school and school support roles	Teacher performance management and support	Family engagement	Annual planning	Data systems	Financial planning and forecasting	Board oversight and engagement
	Curriculum	Engaged and joyful learning	Distributed leadership	Leader performance management and support	Community engagement and advocacy		Facilities and real estate	Financial sustainability	
	Instruction	Staff teamwork and engagement	Systems for org-wide communication	Leader recruitment, retention and succession planning	Marketing and communications		Day-to-day school operations	Fundraising capacity	
	Data and assessment	Continuous improvement		Network team capacity			Systems for compliance and reporting		
	Student supports								

For each framework dimension and indicator, we have provided a rating from 1 to 5

Rating	Description	Criteria
5	<b>High quality</b>	All quality indicators are met; the school/network is an exemplar to others
4	<b>Moderate quality</b>	Most quality indicators are met; the school/network is doing strong work
3	<b>Some progress needed</b>	Some quality indicators are met / results are inconsistent; the school/network is performing “on average”
2	<b>Moderate progress needed</b>	Several quality indicators are not met; the school/network is performing “below average”
1	<b>Significant progress needed</b>	Most quality indicators are not met; the school/network is performing below average and action is needed

Indicates improvement initiatives already in progress in this area

# Executive summary: program strengths to leverage (1 of 2)

## Program: Program Vision + Design

Friendship Academy has a well-documented program vision and design. The school has a clear mission, vision, and set of guiding beliefs. These elements are displayed throughout the organization, were referenced often by stakeholders at all levels, and used by the team to make strategic programmatic decisions. This alignment and clarity on the organization's overarching vision will serve the school well during expansion.

In 2017, FAA developed "The Friendship Way," which is a more detailed articulation and codification of the school's model. The Friendship Way has four pillars: Academics, Leadership, Family and Community Collaboration, and Arts Integration. At the center is the Friendship "Core" of close and trusting relationships. The school has identified specific indicators aligned to each of these components and defined evidence of success for each one. Further, the school has committees aligned to each of the pillars, and all staff members are assigned to one. These committees meet regularly and serve as one of the primary structures for participatory school-wide planning, progress tracking and decision-making.

## Executive summary: program strengths to leverage (2 of 2)

### Program: Program Vision + Design

The school also uses “The Friendship Way” as a guiding framework to make strategic choices about school budget, schedule, and curricular resources. For example, recent improvements such as the adoption of an SEL program and the clarified academic vision were made to better align with the overarching vision for the school. As expansion brings more complex decisions, it will be useful to continue to use the Friendship Way as a guiding framework.



# Executive summary: non-programmatic strengths (1 of 3)

## Culture: Staff Culture

Staff culture at Friendship is positive, which will provide a strong foundation upon which to grow. Staff at all levels of the organization report high levels of inclusion, support and mission-alignment amongst their colleagues. Staff feel that their voice is heard, and that their concerns are taken into account by leadership. Staff also feel that the leadership team is invested in their continued growth. There is pride in the diversity of staff, particularly the representation of African Americans on the leadership team.

Friendship has been intentional about ensuring that all staff members (not just licensed teachers) see themselves as full members of the community. By including teaching assistants in committees, professional development, and coaching structures, Friendship has built a staff culture where teaching assistants view themselves as full contributors to the mission. As the organization grows, thought should be given to systems and structures to ensure new staff feel equally welcomed and supported.

## Executive summary: non-programmatic strengths (2 of 3)

### Culture: Staff Culture

This positive and trusting adult culture provides a strong foundation for effective staff support and coaching. Both the Instructional Coach and Operations Director actively circulate the building, providing support and live coaching to teachers throughout the day. Staff feel the coaches are highly effective, and regularly cite them as the most influential factor in their professional growth. It will be essential to think through how coaching systems will look across both campuses as the number of teachers in need of support grows.

## Executive summary: non-programmatic strengths (3 of 3)

### Family + Community Engagement

Family engagement and satisfaction are high, with parents and students feeling that staff demonstrate deep care and commitment. Multiple channels exist for parents to receive updates on their child and the school's progress. Additionally, there are avenues for parents to participate in decision making and share feedback with the school.

Friendship Academy also has deep roots in the broader community. The school has an impressive track record of community volunteers, partnerships, and advisors that provide essential guidance and support to the school. This combination of family and community support will provide a strong foundation of broader support for growth.

# Executive summary: program areas to improve (1 of 2)

## Program: Instruction

The visiting team recommends that the school continues to build on recent progress by investing time and resources in coaching structures. As the school expands and operates across two campuses, it will be important to build systems that ensure teachers get the support needed to deepen their mastery of these rich curricula. A focus on teacher retention (see below) will also be important to improving instruction. By keeping staff longer, the school will better reap the benefits of their instructional coaching.

# Executive summary: non-programmatic opportunities (1 of 3)

## Human Capital: Teacher Recruitment + Retention

Teacher retention rates have fluctuated throughout the school's history. In 2019, the school experienced higher than normal turnover, with only 2 teachers returning at the end of the year. According to stakeholders interviewed, this level of turnover had a significant impact on the organization. Informal evidence suggests teacher retention is likely to remain a challenge for the organization.

The visiting team recommends that the leadership team further study attrition patterns and conduct a root cause analysis. Critical and meaningful action is needed to address drivers of staff attrition. Without meaningful attention to this issue, the school runs the risk of hemorrhaging teacher talent at a time in the organizational history when retention will be particularly important (i.e. during expansion).