



FREEDOM
TRADITIONAL ACADEMY

MISSION: We are committed to providing a well-rounded educational experience in which students develop great citizenship and achieve academic excellence through rigorous, accelerated, and purposeful curriculum while supported by an engaged and involved family community.

VISION: To prepare all students to be successful, productive citizens and lifelong learners.

2024-2025 Integrated Action Plan

GOAL 1 ACADEMICS:

- By the end of the 2024-25 school year, math proficiency will increase from 80% to 83% as measured by the Math AASA.
- By the end of the 2024-25 school year, ELA proficiency will increase from 75% to 78% as measured by the ELA AASA.
- By the end of the 2024-25 school year, science proficiency will increase from 77% to 80% as measured by the AzSCI assessment.
- By the end of the 2024-25 school year, 85% of K-3 students will be at or above benchmark as measured by the Composite DIBELs Acadience Assessment.
- By the end of the 2024-25 school year, 3% of 3rd-8th grade ESS students will increase a minimum of one proficiency level on grade level math and ELA standards as measured by the ELA and Math AASA.

Action Steps:

- PLC's will be used to collaborate about students vertically, at grade level, across contents, and with intervention teams
- PDs on PLCs, Check for Understandings, Academic Conversations, and Explicit Instruction.
- CFA's will be administered and standards will be tracked.
- A positive culture of learning will be supported and areas of instructional need will be identified and differentiated professional development will be used.
- RtI will be utilized to respond to student needs.

Assess/Monitor:

- PLC Minutes; PLC Observations with feedback and support; Test Scores; Informal and Formal Observations w/ Logs; RtI Data; ESS and Reading Intervention Data
- Lesson plans; Informal and Formal Observations w/ Feedback and Logs; Writing Scores; Student Samples
- RtI Minutes and Data; Tier 2 Observations w/ Logs; Prep Connect Minutes; Standards Tracking
- Peer Observations w/ Reflection Form; In and Out Coaching; Peer Mentors; Staff Survey; Informal and Formal Observations w/ Logs, Test Scores
- RtI Platform; Test Scores, Standards Tracking

GOAL 2 SAFETY

- By the end of 2024-25, office referrals will decrease behavior referrals by at least 15% moving from 100 office referrals in the 23-24 school year to no more than 85 office referrals in the 24-25 school year.



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Action Steps:

- Staff training on Freedom Traditional Academy expectations and school-wide behavior plan
 - What constitutes a MiF vs. behavior referral
 - School wide character recognition
 - School wide good behavior recognition
- Academic engagement PDs throughout the year
- Deliver Character Education Training
- School Aide and teacher re-training

Assess/Monitor:

- Classroom and common areas observations to determine if school wide expectations are being followed.
- FTA PD Plan
- Behavior Data and Analysis, RTI, Interventions
- Student Recognition
- DIP Data and Informal Observation Data
- Observation and Feedback to teachers and school aides regarding procedures, follow through, situational awareness, and visibility

GOAL 3 CULTURE

- By the end of 2024-25, the amount of staff members who agree and/or highly agree that they can grow within their position will increase to at least 85% as measured by the Dysart Annual Survey from a baseline of 76%.

Action Steps:

- New to FTA staff meetings will occur regularly.
- Staff recognitions
- Develop staff SMART goals on instructional practices
- Create Individualized Professional Development Plan (IPDP)
- Survey to assess what staff feel their strengths and areas of refinement are
- Differentiated PD aligned with areas of refinement

Assess/Monitor:

- Exit tickets from new to FTA staff meetings
- Informal and Formal Observations with Feedback
- Track progress of Individualized Professional Development Plan (IPDP) throughout the year
- Tracking of staff SMART goals on instructional practices
- Differentiated PD aligned with areas of refinement
- Peer observations based on strengths and areas of refinement
- Follow up observations and feedback after differentiated PD