

Friendship Aspire Academy Southeast Pine Bluff

Step 1: PLAN

NEEDS ASSESSMENT DATA:

Multiple Measures of Student Performance	Demographic	Processes and Programs	Perceptual
2021-2022 ACT Data	Observation data from EdReflect	# Students who make a 16 or better on the ACT	Stakeholder Culture Surveys
Accuplacer Data		# students accepted into colleges/universities	
On time attendance		#Predominant instructional practices	
Social and Emotional Learning			

PRIORITIES:

- Professional Learning Communities (PLC)
- Decrease number of students with Reading/Math deficits
- ACT scores
- College Readiness
- NWEA proficiency and growth

DATA ANALYSIS:

In 2021-2022 Friendship Aspire Academy Southeast High School experienced:

- 23% of scholars scored a 16 or higher on the ACT
- 100% graduation rate
- 35% of graduates are college ready
- 100% college acceptance rate
- 50% of scholars have shown mastery in Reading Comprehension and Literacy deficits.
- 90% of scholars have an on-time attendance rate
- 45% of scholars have increased Math proficiency skills
- 75% of Senior scholars have 75+ hours of community service
- 18% decrease in behavior problems by using the Social and Emotional Learning Curriculum and implementing daily check-ins for all scholars.
- 30% increase in social skills from our Special Education scholars through the use of the Social and Emotional Learning curriculum.

<p>THEORY OF ACTION 1: If leaders provide an uninterrupted weekly schedule for rigorous curriculum, provide opportunities for collaboration and partnerships for an ACT readiness course throughout the year, and schedule Professional Learning Communities to discuss trends in data, and monitor the work of the teams; Then teachers will meet weekly to review data and discuss instructional strategies to drive instruction to address deficit areas and monitor student growth in reading and math which will show an increase in ACT scores.</p>	<p>GOAL 1: There will be a 35% increase in the number of scholars who score a 16 or better on the ACT. Our focus this school year will be on Reading and Math as determined by the ACT (Baseline scores will be determined by the fall practice/actual assessment and we will progress monitor with the winter assessment to gauge summative readiness and college acceptance in the Spring).</p>
<p>THEORY OF ACTION 2: If leaders provide more exposure to college and career readiness, consistent ACT workshops, enhance scholars critical writing, provide tools to network through college, more exposure to college tours and recruiters, challenge critical thinking skills, and monitor student progress: Then students will be prepared for college and life after college to effectively navigate through the workforce.</p>	<p>GOAL 2: Create a cultivated environment that fosters growth and self-reliant scholars that will produce an increase in all ACT categories of 25% or better of scholars reading and using fact fluency. There will be an increase in student ACT composite scores each time scholars take the exam.</p>
<p>THEORY OF ACTION 3: If leaders provide teachers with scheduled professional development, in-depth training on social and emotional learning, collaborative follow-up/ongoing PLCs that address the needs of the school(data, attendance, behavior, displaced students, and scholars with severe SEL difficulties), and monitor the work of the teams: Then teachers will be more intentional on building relationships with students in order to reach scholars where they are in order to teach scholars how to achieve academic success.</p>	<p>GOAL 3: By using the social and emotional curriculum daily, teachers will develop confident, self-reliant scholars who are college ready and competitive change agents seeking to further their educational pursuits beyond high school.</p>
<p>Theory of Action 4: If leaders provide teachers with uninterrupted time throughout the week for Professional Learning Communities to collaborate with</p>	<p>Goal 4: By protecting scheduled PLC planning times, teachers will increase collaboration across curriculums and grade levels to discuss patterns</p>

colleagues about the needs assessment of the school (data, attendance, tardies, early check-outs, behavior, displaced students, and scholars with severe SEL difficulties), and monitor the work of the teams: Then teachers will be able to adequately prepare lessons according to the needs of each individual scholar, track scholar progress to discover trends in performance, remediate scholars who are not meeting mastery, hold up-to-date data conferences with scholars and parents to keep parents abreast on current scholar performance, and increase rapport with scholar and families.

and trends in behavior, absenteeism, mastery of standards taught, develop RTI plans, and remediation and re-teaching.

Evidence Based Instructional Strategies or Practices:

1. Teachers and administrators will establish a team structure with specific time for instructional planning and collaborative conversations about student learning, scheduled PLCs, curriculum and college exploration.
2. Teachers will receive ongoing professional development focused on social and emotional learning and best practices for instruction for Edmentum, Witt and Wisdom, Eureka Math, and the SEL curriculum that will help them motivate scholars to become self-reliant scholars.
3. Teachers and administrators will engage in data meetings and student data conferences to evaluate student performance, develop a plan to address deficit skills if any, and discuss future aspirations for college and careers.
4. Teachers will utilize data presented to differentiate instructional strategies based on students' needs as determined from pre and post test data, summative data, and exit tickets. Once desegregated and presented to scholars, this data will help scholars make informed decisions about college and careers and to visually see how we as a school are performing towards our school wide goals.

Literacy Curriculum Program: Edmentum, Common Lit **Professional Development Program:** AR IDEAS, DESE workshops, APSRC Professional Development, RISE training, Science of Reading, and District Professional Development

Step 2: DO			
	ACTIONS	TIMELINE	MONITORING
	Teachers will implement research-based TESS Domains 1 (Planning and Preparation) and 3 (Instruction) and content specific best practices from Blooms Depth of Knowledge as they navigate	July-September 2022	<ul style="list-style-type: none"> Observations and evidence of implementation Unit Backwards Design Implementation Lesson plans

Goal 1	fluently through Edmentum, and Eureka Math (2) to ensure that scholars are mastering targeted skills.		<ul style="list-style-type: none"> Lesson progress from Edmentum, Wit and Wisdom, and Eureka Math.
	<p>Teacher teams will meet weekly for data discussions of student literacy/math growth and collaborative review of predominant instructional practices</p> <p>In all content areas, ensure that literacy is incorporated in all core classes that include reading comprehension and writing.</p>	August, 2022 to May, 2023 (See school schedule for each team's meeting dates)	<ul style="list-style-type: none"> Pre & Post Data Teams meet weekly Principal or designee participates in meetings Teams review data from student assessments (exit tickets, ACT practice assessments, ACT assessments, ACT Aspire interims, NWEA) Teams review the change in academic performance as a result of implementing desired instructional practices
Goal 2	Teachers and Principal will actively participate in RTI training.	July 2022 September 2022 December 2022	<ul style="list-style-type: none"> RTI training Sign-in sheets RTI block interventions help decrease deficit skills in both Reading and Math. RTI block schedule is followed daily. Powerhour or increased block time is implemented and a scheduled is followed consistently
	<p>Teams will collaboratively develop weekly lesson plans for RTI based on Reading, ELA, and Math.</p> <p>Teachers will implement instructional practices based on the Units listed in Edmentum platform, Wit and Wisdom, and Eureka Math Squared.</p>	<p>August 2022 -June 2022 (See school schedule for each team's meeting dates)</p> <p>August 2022-June 2022 (Weekly)</p>	<ul style="list-style-type: none"> Weekly lessons plans completed for each RTI component and monitored for effectiveness Teachers will self-monitor Administrators will monitor implementation of instructional practices through weekly walkthroughs, observations, timely feedback to teachers, and discussion during team meetings, and one-on-one meetings.

	Teachers and Principal will monitor student learning in RTI through the use of data charts. The data charts will be updated monthly and shared with students during data conferences.	September 2022- May 2022	<ul style="list-style-type: none"> • Monthly updates to the data charts are shared with students and next steps are taken as a result of the review. • Data is also shared with scholars to evaluate how scholars are performing as a school.
Goal 3	The Principal, Teachers, and Registrar will consistently implement monthly incentives for scholars that are present daily and on time. A reminder will be sent to families about the importance of attendance, on time attendance rate, and effects on scholars' performance when they are late to school and/or class or absent.	August 2022 – May 2023	<ul style="list-style-type: none"> • Monthly attendance tracker will be placed around the building to show the classes who are leading in attendance or on-time attendance rate. • Monthly attendance incentive will be held to encourage the desired outcomes • A bigger semester incentive will be held for those scholars who meet the criteria • Parents will also have an opportunity to participate in the incentive

Step 3: CHECK (Evaluation)					
Intervention or Practice to be Evaluated	Person(s) Responsible	Procedure for Evaluation	Target Date	Goals	Findings toward meeting Goals (to be included in SIP following year)
1. Teachers and administrators will establish a team structure with specific time for professional learning	Principal and Lead Teacher	*Examine pre- and post-data from Edmentum, Wit and Wisdom, Eureka Math, NWEA data from Fall to Winter,	May 2023	Teachers and administrators cultivate a conducive environment that fosters a collaborative culture to encourage high student	Identify areas from HRS level 1 surveys that may still need improvement. Plan to implement HRS level 1 survey next school year for

communities and collaborative conversations about student learning and student behavior.		and exit tickets and report data to the teams. *Review ACT and NWEA scores		achievement, growth in selected course content, and instill a sense of confidence in social and emotional learning.	additional data regarding culture.
2. Teachers and administrators will monitor the fidelity of a consistent RTI schedule and the Power Hour schedule of uninterrupted time to reteach deficit skills in ELA, Math, and Reading.	Principal and Lead Teacher	*Verify student progress recorded on data chart/tracker monthly. *Examine the fidelity of implementation of the daily RTI block. What does the data reveal? *Examine TESS data	May 2023	A cultivated environment that fosters growth and self-reliant scholars will produce an increase in all ACT categories of 35% or better of scholars reading and using fact fluency.	Data findings from the ACT summative, NWEA, and standardized test results will determine the effectiveness of the design and execution of RTI plan.
3. Time for time will be issued for students who are consistently late or absent to ensure the work missed is made up.	Principal	*Accurate records will be kept to reflect each students absence or tardy. *Parents will be made aware of the procedures to help decrease number of tardies and absences	May 2023	The staff will cultivate a school culture that is warm and inviting and causes scholars to encourage parents to get them to scholars to school and on time.	Data findings from accurate records, number of scholars assigned to Time for Time, and an increase in the number of scholars participating in the monthly incentive.

Friendship Aspire Academies of Arkansas Literacy Plan

Introduction:

The Friendship Aspire Academy Public Charter School District has developed a district literacy plan with information regarding the district's curriculum program, and the professional development that aligns with the school's literacy needs based on the science of reading. The district plan also indicates how reading levels are reported. The district plan is reviewed annually and updated as needed.

A comprehensive approach to teaching reading is the purpose of this plan. All action steps are components of our comprehensive literacy program.

The Mission:

The mission of Friendship Aspire Academy Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

We believe:

Literacy is the foundation for learning. Reading and writing are the most important skills a student will learn in school. Everyone needs to be a life-long reader.

- Teachers should use a variety of teaching strategies to accommodate all children.
- Early intervention is critical to all students' success.
- Staff development is critical to a literacy program.
- Reading and writing instruction emphasizes a comprehensive approach to teaching and should include phonics, phonological awareness, vocabulary, comprehension, fluency, and writing.
- Students must learn to access a variety of information.

The more students read & write, the better they become. Focused instructional time on foundational skills is critical to closing literacy gaps and ensuring overall reading success.

- Everyone can learn to enjoy reading and writing.
- Teachers must read to students daily.
- Students must read, write, and reflect on meaningful texts daily.
- Reading and writing are the responsibility of all stakeholders.

Definition of Literacy

Literacy is the ability to read and write fluently, to function in a literate society, and being able to apply this knowledge whenever needed.

FAA- PCS Literacy Goals:

This plan focuses the district's literacy efforts in the following key areas by

1. Providing support to ensure all students have access to a high-quality school experience and a successful transition from primary to intermediate grades;
2. Improving K-12th teachers' capacity to meet the needs of all students through targeted professional development that helps teachers use data from student assessments to inform instruction and give them best practice strategies to target core instruction, interventions, and enrichment based on assessed student needs;
3. Expanding the availability and ease-of-use of student data and ensuring that information is available to teachers and other stakeholders, including disaggregated student assessments and growth data in grades K-12;
4. Providing outreach, education, and support to parents to increase their capacity to support their children's literacy at home includes utilizing individual learning plans to communicate with families;
5. Assuring all students become fluent critical readers, at or above grade level;
6. Enhancing instructional practices so students view literacy as a rewarding, beneficial experience and have the skills to engage successfully in learning activities;
7. Raising expectations and providing resources so that all instructional staff (Administrators, teachers, paraprofessionals, and volunteers) are engaged in improving their literacy knowledge in pursuing lifelong learning.

FAA-PCS Literacy Goals 2022-2023:

Beginning in September 2022 students in FAA-PCS grades K-8 will be given the NWEA (Northwest Evaluation Association) MAP (Measure of Academic Progress) Assessment. This assessment will be given three times a year. The NWEA Map reading and math assessments provide an instructional score. This criterion-referenced score estimates the grade level of written material with which the student can most effectively be taught.

Literacy Plan Goals

1. FAA-PCS will ensure that all students in grades K-12 have access to a guaranteed, viable curriculum horizontally and vertically aligned to promote grade-level reading proficiency.

2. FAA-PCS will commit that teachers be afforded the opportunities for professional growth in evidence-based strategies to equip them to meet the diverse needs of their students.
3. FAA-PCS will procure the resources for teachers and students to support the curriculum.
4. FAA-PCS will continually monitor, assess, and evaluate the effectiveness of the literacy curriculum through curriculum review and in conjunction with student performance data.
5. FAA-PCS will screen and assess students appropriately and provide support when needed.

Assessments and Screenings

1. Assessments and Screenings Grades K-4

- a. Purpose is to identify or predict students who may be at risk for poor learning outcomes.
- b. Initial screening is conducted for ALL students in grades K-2.
- c. Screening should be conducted in grades 3-4 for students experiencing difficulty reading as noted by a classroom teacher (OR any student who transfers and data cannot be located).
- d. Additional Level 1 Screening Data are collected for certain students in K-4 based on district RTI protocol

2. Assessments and Screening Grades 5-12

- a. Purpose are to identify or predict students who may be at risk for poor learning outcomes.
- b. Screening is conducted in grades five and higher for students experiencing difficulty reading, as noted by a classroom teacher.
- c. Screening measures include
 1. Developmental Spelling Assessment (encoding)
 2. Quick Phonics Screener (sound -symbol recognition, alphabetic knowledge, and decoding)
 3. PASS (phonological awareness)
 4. Rapid Naming Screener v. Additional Level 1 Screening Data is collected for certain students in grades 5 -12 based on district RTI protocol

3. Formal Assessments

a. State-required Assessments

1. NWEA (Grades K-8) will be administered three times per year to measure individual student growth over time.

B = Beginning of the year, M = Middle of Year, E = End of Year

2. ACT Aspire (Grades 3-10) will be administered at the end of the school year. iii. ACT (Grade 11) will be administered to students in grade 11.

Evaluation

Beginning in July of each year, central office administrators and building-level administrative teams will work collaboratively to analyze data from the preceding year. Using this data, administrators at each school will draft proposed modifications to their school action plans based on the needs identified by the data. This draft plan will be presented to staff during the July pre-service training for staff input, suggestions, and adaptation. As additional formative testing is administered, principals and central office staff will meet with teacher teams to make curricular and instructional adjustments. The School Action Plan will continually be revisited to address the trends and patterns revealed through continual data analysis. The plans will be presented in May of each school year to Friendship Aspire Academy-Public Charter Schools Board of Education for approval. All School Action Plans will be posted on the district website by August 1.

Beginning 2019, a school district shall provide for all other educators' professional development for one (1) of the prescribed pathways to obtaining awareness credentials in knowledge and practices in scientific reading instruction.

○ Arkansas IDEAS - Science of Reading Learning Path

■ This pathway may be completed by individuals or facilitated by a school district within a blended learning environment. Facilitator guides are provided on the Arkansas IDEAS portal for districts that choose a blended approach. Watching or facilitating more than 2-3 courses in a single day of professional development is not recommended.

■ Currently 14 digital learning courses have been released:

- Right to Read Act
- Science of Reading Overview
- The Reading Brain
- Essential Elements

- Phonology
- Critical Foundational Skills-Decoding
- Critical Foundation Skills-Encoding
- Permanent Word Storage
- Building Comprehension and Writing Through
 - Morphology
 - Syntax Matters
 - Reading Comprehension Difficulty- causes and instructional scaffolds
 - Using Graphic Organizers to support comprehension
 - supporting Critical Thinking Through Question Generation
 - The entire Learning Path must be completed to obtain the awareness credential.
 - Currently 15 courses are scheduled for the completion of the path.

Other awareness pathways may be found on RISEArkansas.org.

Scientifically Based Reading Instruction

At Friendship Aspire Academy Public Charter School reading instruction begins in Kindergarten with a linear process-oriented approach to reading instruction using Edmentum coursework for 9-12;

Great Minds: Wit & Wisdom, Benchmark Workshop, Readers Workshop, Phonics First, Wilson's Language Foundations, and Heggerty curricula. Our reading instruction continues in grades K-8 which includes the following components:

- Over 120 minutes of reading, writing, and literacy instruction every day
- Literacy skills infused into all disciplines such as social studies, mathematics, and science
- Flexible small groups are utilized to provide targeted interventions and accelerations. We provide phonics, phonological awareness, vocabulary, writing, and comprehension instruction.

K-5

Phonological Awareness (10 minutes)

Phonics (30 minutes) (letter ID, decoding, handwriting, encoding)

Comprehension (40 minutes)

Read Aloud and Shared Reading

Oral Language

Vocabulary

Small Group Reading (60 minutes) Meet with skill-based groups every day to address foundational gaps and support core instruction; RF, L, RI, or RL standards are covered.

Writing (30 minutes)

6-8

Extend the literacy block (e.g., double-blocking, block schedules)

Offer a Strategic Reading course for students identified as struggling readers. This can be scheduled and used as a double block of reading instruction and intervention.

Word Study (20 minutes) - (basis in morphology)

Comprehension, Unit-Based (40 minutes)

Writing (30 minutes)

9-12

Extend the literacy block (e.g., double-blocking, block schedules)

Offer Strategic Reading course for students identified as struggling readers. This can be scheduled and used as a double block of reading instruction and intervention.

Implement an evidence-based literacy program for intervention

Ensure students are reading grade-level texts (e.g., articles, excerpts, books) in all content areas multiple times each week

Use robust domain-specific vocabulary development

Utilize grade-appropriate text

FAA-PCS has implemented a system of frequent formative assessments to benchmark the progress our students make during the school year toward meeting those year-end goals. By using baseline data to set measurable year-end goals while also implementing a system that allows for frequent analysis and adjustment of instructional and organizational practice, a plan is in place to ensure that each student is provided with an educational program to support them in performing at or above grade level by the end of each school year.

Through FAA -PCS Response to Intervention process, students identified as not performing at or above grade level are provided extra support to ensure a clear path to reading proficiency. All students are supported by the RTI process in accessing a learning program that meets their specific needs as determined through assessments. The blend of information collected from assessment tools drives the development of progress monitoring goals for each student. These are developed using a collaborative model to ensure all adults working with each student are aware of student areas of need and the instructional program in place to meet those needs. The goals and plans generated are then used to drive instruction in the core classroom as well as in RTI. The goals and student progress are discussed at professional learning community meetings, where interventions are evaluated as needed. Data is analyzed, and teaching strategies are discussed and practiced for implementation.

FAA-PCS maintains a strong commitment from school leadership and educators to meeting the school mission. The staff collaborates throughout the week in Professional Learning

Communities (PLC's) to have collaborative data-based discussions about student progress. During these meetings, teachers identify emergent patterns from the formative and summative data and discuss what the data tells them about students' progress toward year-end learning goals.

Science of Reading

The Pathway that FAA- PCS is currently utilizing to ensure that all teachers are properly trained in the science of reading. All FAA-PCS instructional staff members have received or are receiving intensive training on the science of reading. All FAA-PCS returning and entering staff will receive training in the science of reading by the end of the 2022/2023 school year.

The Science of Reading Professional Development Plan

FAA- PCS has implemented a system of frequent formative assessments in order to benchmark the progress our students make during the school year toward meeting those year-end goals. By using baseline data to set measurable year-end goals while also implementing a system that allows for frequent analysis and adjustment of instructional and organizational practice, a plan is in place to ensure that each student is provided with an educational program to support them in performing at or above grade level by the end of each school year.

The plan in place to monitor implementation of this professional development calendar and staff assessment is being monitored by The Director of Academic Instruction for FAA-PCS. The plan has an implementation goal of all FAA-PCS instructional staff completing the science of reading training by the close of the 2021- 2022 academic school year.

Science of Reading Curriculum Program Components

Friendship Aspire Academy Public Charter School	
Year	Action
Summer /Fall 2022	All FAA-PCS school based staff will receive the K-2 and or 3-6 pathway training through an internal RISE facilitator. Awareness training for RISE (Modules 1-6).
2022/ 2023	All new staff members that join the FAA-PCS organization will receive RISE training as needed.

The Science of Reading is the emerging consensus from many related disciplines, based on studies, supported by research, conducted across the world in many languages. These studies have revealed a great deal about how we learn to read, what goes wrong when students do not learn, and what kind of instruction is most likely to work the best for the most students.

The Science of Reading encompass five major components

1. Phonological Awareness
2. Phonics
3. Comprehension
4. Vocabulary
5. Fluency

FAA-PCS has instituted four curriculum components that effectively address all of the five major areas of the SOR:

Heggerty Curriculum K-2:

Heggerty Phonemic Awareness lessons are meant to supplement existing literacy curriculum and are easily integrated into literacy instruction programs. When lessons are taught consistently each day with explicit teacher modeling and scaffolding support, teachers see improvement in students' reading, spelling, and writing, as the students learn to hear the sounds in words.

Wilson Foundations K-2:

As a recognized leader in multisensory, structured language programs, Wilson Foundations brings more than a decade of systematic and explicit instruction to the K-3 classroom. Based on the Wilson Reading System® principles, Wilson Foundations® provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program. Wilson Foundations makes learning to read fun while laying the groundwork for life-long literacy. Students in grades K-3 receive a systematic program in critical foundational skills, emphasizing:

- Phonemic awareness
- Phonics/ word study
- High frequency word study
- Reading fluency
- Vocabulary
- Comprehension strategies
- Handwriting
- Spelling

The instruction aligns with states' rigorous college- and career-ready standards. Although Foundations includes comprehension strategies, it must be combined with a core/literature-based language arts program for an integrated and comprehensive approach to reading and spelling.

Benchmark Workshop K-2:

Benchmark Workshop is a Core Program that meets criteria in four of the five components of reading and is based on valid research grounded in the Science of Reading.

- Phonological Awareness (PA) lessons are written as a warm up for the upcoming phonics lesson, but PA does not meet criteria as the content provided lacks alignment with Arkansas Academic Standards.
- Phonics partially meets criteria and encompasses the teaching of letter ID (upper and lowercase), letter sound correspondences, and progress monitoring.
- Comprehension meets criteria and content encompasses the teaching of verbal reasoning, vocabulary, literacy knowledge, and monitoring comprehension.

- Vocabulary meets criteria and aligns with Arkansas Academic Standards; the program promotes the explicit teaching of multiple meaning word choices and includes a variety of scaffold and
- extension ideas; context clues and morphological word parts are taught using anchor charts.
- Fluency partially meets criteria and is primarily taught to increase rate.

Benchmark Workshop 3-5:

Benchmark Workshop is based on valid research grounded in the Science of Reading. The content is aligned with Arkansas and has content that supports decoding, word recognition, and encoding.

- The Vocabulary component meets criteria; there is content for high-utility, multiple meaning, and content specific words. Content and explicit instruction is evidenced for morphology. Students have opportunities to develop vocabulary through oral language and give suggestions for respectful conversation on an anchor chart. The Vocabulary component of this program builds and extends background knowledge and includes vocabulary that is thematically linked. Content is found for text dependent questions, listening comprehension, and reading comprehension.
- Fluency includes content for rate and prosody.

Wit & Wisdom 6-8:

Every text Wit & Wisdom students touch is authentic, of the highest quality, and chosen to meet their social-emotional learning needs—no basals or leveled readers. Students use these texts at every turn to learn—and eventually to master—essential reading, writing, speaking, and listening skills as well as grammar and vocabulary. Along the way, students explore important topics such as the four seasons, the American Revolution, and space exploration. With Wit & Wisdom, students practice reading, writing, speaking and listening, academic vocabulary, and style and conventions in concert to build holistic ELA knowledge.

Edmentum- Grade 12:

Edmentum is an online curriculum resource that scaffolds learning when students need it with a variety of interactive instructional tools. Students have access to a notes tool, online dictionary, built-in translation, and click-to-speak read-aloud functionality. It provides intuitive views of what to work on next to prioritize activities paired with progress and performance metrics that together empower students as they carve a unique path to achieving learning goals.

Science of Reading Curriculum Program Evaluation

The FAA-PCS literacy plan will be evaluated by the Chief Academic Officer annually. FAA- PCS has implemented a weekly observation practice of reading instruction, by building level administrators. RISE assessments will take place every semester, by RISE assessors.

A Culture of Achievement. In large part, the Friendship Aspire Academy's mission emphasizes preparing students to actively participate in society by providing them with the intellectual and other skills necessary to achieve success. To that end, preparation for on-time college completion is seen as a key factor in ensuring our students' future success. We embed preparation for college throughout all of our campuses by first ensuring a strong culture of achievement. Beginning as early as elementary, FAA-PCS embeds college exposure in the everyday experience of its students.

Educators who care. Friendship selects and develops teachers who are nurturing, go the extra mile, have high expectations and are willing to share the commitment to college and life success. Friendship educators, through their day-to-day student interaction and communication to students, push students to achieve at their highest levels by modeling positive attitudes, perseverance and supporting individual student growth in the classroom and beyond. Students and families are encouraged to actively participate in the school community.