



**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.

### 2025-2026 Integrated Action Plan

#### GOAL 1 ACADEMICS:

- By the end of the 2025-26 school year, math proficiency will increase from 81% to 83% as measured by the Math AASA.
- By the end of the 2025-26 school year, ELA proficiency will increase from 83% to 85% as measured by the ELA AASA.
- By the end of the 2025-26 school year, science proficiency will increase from 75% to 78% as measured by the AzSCI assessment.
- By the end of the 2025-26 school year, 90% of K-3 students will be at or above benchmark as measured by the Reading Composite Scores on the DIBELS/Acadience Assessment.
- By the end of the 2025-26 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:

- Hold regular PLT meetings across grade levels and content areas, including ESS and intervention staff, to collaborate about students' learning, focused on data, instruction, and interventions.
- Offer ongoing and differentiated PD on PLCs, data use, formative assessment, academic conversations, engagement strategies, and explicit instruction
- Give CFUs/CFAs regularly to monitor student progress on key standards and use results to guide reteaching, enrichment, and interventions.
- Monitor student growth and adjust interventions as needed by using RtI data to effectively deliver timely Tier II supports.

#### Assess/Monitor:

- Professional Learning and Collaboration: PLC Minutes, Prep Connect Minutes, Peer Observations w/ Reflection Form, In and Out Coaching
- Observational Data: PLC Observations with feedback and support, Informal and Formal Observations w/ Feedback and Logs, Tier II Observations
- Student Performance: Test Scores, Writing Scores, Student Samples, and Standards Tracking
- Interventions and Support Data: RtI Minutes and Data, RtI Platform, ESS, and Reading Intervention Data, Tier II Observations
- Planning and Instructional Data: Lesson Plans, Tier II Guidance and Expectations Support Logs w/ Feedback, Standards Tracking



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### GOAL 2 SAFETY

- By the end of 2025-26, office behavior referrals will decrease by at least 15%, moving from 93 office referrals in the 24-25 school year to no more than 79 office referrals in the 25-26 school year.

#### Action Steps:

- Staff training on Freedom Traditional Academy expectations and the school-wide behavior plan
- Academic engagement PDs throughout the year
- Deliver Character Education Training
- School Aide and teacher re-training to strengthen consistency in behavior expectations and response protocols throughout the school
- Ensure proactive parent communication is happening regularly

#### Assess/Monitor:

- Observations and Feedback: Classroom and common areas observations to determine if school-wide expectations are being followed; feedback to teachers and school aides regarding procedures, follow-through, situational awareness, and visibility
- Data Analysis: Behavior Data and Analysis, Rtl, Interventions, MiF, and Referrals
- Student Recognition: recognize student achievement and positive behaviors
- Parent Communication: review parent communication logs, parent square, and PLP

### GOAL 3 CULTURE

- By the end of the 2025–26 school year, the percentage of staff members who indicate “agree” or “strongly agree” on the Dysart Annual Survey that they have opportunities to grow and improve in their instructional practice and profession will increase from a baseline of 84% to at least 87%.

#### Action Steps:

- Regular meeting with new FTA staff.
- Staff recognitions
- Develop staff SMART goals focused on instructional practices and incorporate them into individualized professional development plans (IPDPs).
- Survey to assess what staff feel their strengths and areas of refinement are
- Differentiated PD aligned with areas of refinement

#### Assess/Monitor:

- Observations and Feedback: Ongoing informal, formal, and peer observations with feedback based on effective practices and areas of refinement
- Professional Development Alignment and Impact: Differentiated professional development, aligned with areas of refinement, will be supported by exit tickets from New to FTA staff meetings to monitor understanding and impact.
- Individual Goal Tracking and Support: Track progress of Individualized Professional Development Plan (IPDP) throughout the year, and track staff SMART goals on instructional practices



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