



## Section 1: Cover Page

### 1.1: Snapshot Information

- Freedom Preparatory Academy Charter Schools
  - Freedom Preparatory Academy (792-8234), Grades 6-12
  - Freedom Preparatory Academy Elementary School (792-8155), Grades K-5
  - Freedom Preparatory Academy Whitehaven Middle School (792-8355), Grades 6-8
  - Freedom Preparatory Academy Sherwood Forrest (792-8375), Grades PK-5
- Josh Czupryk, Chief of Staff, [jczupryk@freedomprep.org](mailto:jczupryk@freedomprep.org), 8508325674

### 1.2: Landscape Paragraph

Freedom Preparatory Academy surveyed the families of our 2,050 students in June 2020 and had a 90 percent response rate. Roughly 53 percent of families asked for a virtual only option and only 20 percent said they were in need of daily childcare because of their job. We plan to develop a remote-only learning environment with an option for 20 percent of our students to be supervised by an adult on campus during the day.

### 1.3: COVID Plan

Freedom Preparatory Academy will begin remote learning on August 31, 2020 with the corresponding in-person supervision on campus beginning the same day. There will not be a delay in our plan.

### 1.4: Authorizer Engagement (only charters complete)

Our plan will be submitted to Shelby County Schools for feedback. We have copied the SCS calendar for the 2020-21 school year. Our operations, special populations, and academic team have been in communication with SCS about their plan and are copying elements to ensure best practices.



## Section 2: Programmatic Model for the 2020-21 School Year

### 2.1: Beginning-of-Year Programmatic Model by Grade Band

- **Kindergarten:** *IN PERSON: TRADITIONAL VIA ZOOM; REMOTE: ALL VIRTUAL.* All FPA students will participate in online instruction - they will either join their ZOOM classes from the safety of their homes or from adult supervised classrooms on campus at FPA. This ensures **all FPA students** receive a high-quality, equal education in a small class-size setting. All kindergarten students will participate in at least three hours of virtual instruction per day in class sizes of 15 or less. The state maximum for kindergarten is 25 students. We feel having 15 or less students per classroom will allow the one teacher to provide individual attention for the duration of the lessons. Students will participate in a morning meeting to establish classroom culture, read-aloud to listen to fluent reading and practice comprehension, small group reading groups of three students to practice sight words, decoding, phonics, and phonemic awareness, whole group mathematics lessons, small group mathematics instruction (groups of five or less), a weekly science lesson, and a weekly African American history lesson. Students will also have daily electives (Nutrition, Music, Art, Physical Education). Students will be tracked using the NWEA MAP assessment in mathematics and the STEP assessment in reading. Students will receive a secondary screener using EASYCBM if they fall within an at-risk range on these two assessments. Students will be monitored using the RTI-A model and will be evaluated for special education services if the S-Team recommends after exhausting all T2 and T3 intervention with appropriate progress monitoring data points. All ELL students will have additional time with the ELL teacher for either direct instruction (lower tiers of ELL) or the ELL teacher will push into classes to help assist ELL students with language acquisition. All Kindergarten students will have an FPA issued iPad and access to SeeSaw to provide iReady as a blended learning tool while students are working away from teacher direct instruction. All FPA families have access to the Comcast Cares reduced internet program and, if needed, we are providing \$35 Verizon hotspots to accompany the iPads.
- **Elementary School:** *IN PERSON: TRADITIONAL VIA ZOOM; REMOTE: ALL VIRTUAL.* All FPA students will participate in online instruction - they will either join their ZOOM classes from the safety of their homes or from adult supervised classrooms on campus at FPA. This ensures **all FPA students** receive a high-quality, equal education in a small class-size setting. All elementary students will participate in at least three hours of virtual instruction per day in class sizes of 15 or less. The state maximum for first through third grade is 25 students and fourth through fifth grade is 30 students. We feel having 15 or less students per classroom will allow the one teacher to provide individual attention for the duration of the lessons. Students in lower elementary (first and second grade) will participate in a morning meeting to establish classroom culture, read-aloud to listen to fluent reading and practice comprehension, small group reading groups of three students to practice sight words, decoding, phonics, and phonemic awareness, whole group mathematics lessons, small group mathematics instruction (groups of five or less), a weekly science lesson, and a weekly African American history lesson. Students in upper elementary (third through fifth grade) will have a daily reading lesson using anchor literature and informational texts, writing lesson, mathematics lesson, mathematics small groups, reading small groups, science lesson, and African American history lesson. Students will also have daily electives (Nutrition, Music, Art, Physical Education). Students will be



tracked using the NWEA MAP assessment in mathematics and the STEP assessment in reading for first and second grade. Students will be tracked using the NWEA MAP assessment in third through fifth grade for mathematics and reading. Students will receive a secondary screener using EASYCBM if they fall within an at-risk range on these two assessments. Students will be monitored using the RTI-A model and will be evaluated for special education services if the S-Team recommends after exhausting all T2 and T3 intervention with appropriate progress monitoring data points. If a student already has an IEP, we will encourage families to choose the in-person option for the student so we can provide all accommodations, speech/language, occupational therapy, physical therapy, and/or counseling in person. All students will have access to our 11 person social work department for virtual therapy sessions as well given the trauma of the pandemic. If a family with a student that has an IEP chooses the virtual-only option, we will provide all services remotely and create an addendum through the IEP team to address adjustments to the accommodations. All ELL students will have additional time with the ELL teacher for either direct instruction (lower tiers of ELL) or the ELL teacher will push into classes to help assist ELL students with language acquisition. All first and second grade students will have an FPA issued iPad and access to SeeSaw to provide iReady as a blended learning tool while students are working away from teacher direct instruction. All third through fifth grade students will have an FPA issued Chromebook to access Schoology. All FPA families have access to the Comcast Cares reduced internet program and, if needed, we are providing \$35 Verizon hotspots to accompany the iPads and Chromebooks.

- **Middle School:** *IN PERSON: TRADITIONAL VIA ZOOM; REMOTE: ALL VIRTUAL.* All FPA students will participate in online instruction - they will either join their ZOOM classes from the safety of their homes or from adult supervised classrooms on campus at FPA. This ensures **all FPA students** receive a high-quality, equal education in a small class-size setting. All middle school students will participate in at least three hours of virtual instruction per day in class sizes of 15 or less. The state maximum for sixth through eighth grade is 30 students. We feel having 15 or less students per classroom will allow the one teacher to provide individual attention for the duration of the lessons. Students in middle school will have a daily reading lesson using anchor literature and informational texts, writing lesson, mathematics lesson, mathematics small groups, reading small groups, science lesson, and African American history lesson. Students will also have daily electives (Spanish, Liberation Arts, Physical Education). Students will be tracked using the NWEA MAP assessment in sixth through eighth grade for mathematics and reading. Students will receive a secondary screener using EASYCBM if they fall within an at-risk range on these two assessments. Students will be monitored using the RTI-A model and will be evaluated for special education services if the S-Team recommends after exhausting all T2 and T3 intervention with appropriate progress monitoring data points. If a student already has an IEP, we will encourage families to choose the in-person option for the student so we can provide all accommodations, speech/language, occupational therapy, physical therapy, and/or counseling in person. All students will have access to our 11 person social work department for virtual therapy sessions as well given the trauma of the pandemic. If a family with a student that has an IEP chooses the virtual-only option, we will provide all services remotely and create an addendum through the IEP team to address adjustments to the accommodations. All ELL students will have additional time with the ELL teacher for either direct instruction (lower tiers of ELL) or the ELL teacher will push into



classes to help assist ELL students with language acquisition. All students will have an FPA issued Chromebook to access Schoology. All FPA families have access to the Comcast Cares reduced internet program and, if needed, we are providing \$35 Verizon hotspots to accompany the Chromebooks.

- **High School:** *IN PERSON: TRADITIONAL VIA ZOOM; REMOTE: ALL VIRTUAL.* All FPA students will participate in online instruction - they will either join their ZOOM classes from the safety of their homes or from adult supervised classrooms on campus at FPA. This ensures **all FPA students** receive a high-quality, equal education in a small class-size setting. All high school students will participate in at least five hours of virtual instruction per day in class sizes of 15 or less. The state maximum for ninth through twelfth grade is 35 students. We feel having 15 or less students per classroom will allow the one teacher to provide individual attention for the duration of the lessons. Students in high school will have classes that correspond with their needed credits to remain on track to graduation - typically an English, Mathematics, Science, Social Studies, and Elective. Students will be tracked using the NWEA MAP assessment in ninth grade for mathematics and reading. Students will receive a secondary screener using EASYCBM if they fall within an at-risk range on these two assessments. Students will be monitored using the RTI-A model and will be evaluated for special education services if the S-Team recommends after exhausting all T2 and T3 intervention with appropriate progress monitoring data points. If a student already has an IEP, we will encourage families to choose the in-person option for the student so we can provide all accommodations, speech/language, occupational therapy, physical therapy, and/or counseling in person. All students will have access to our 11 person social work department for virtual therapy sessions as well given the trauma of the pandemic. If a family with a student that has an IEP chooses the virtual-only option, we will provide all services remotely and create an addendum through the IEP team to address adjustments to the accommodations. All ELL students will have additional time with the ELL teacher for either direct instruction (lower tiers of ELL) or the ELL teacher will push into classes to help assist ELL students with language acquisition. All students will have an FPA issued Chromebook to access Schoology. All FPA families have access to the Comcast Cares reduced internet program and, if needed, we are providing \$35 Verizon hotspots to accompany the Chromebooks.

## 2.2: Differences between Schools

- **All Students:** If faced with unexpected closures, we will continue our daily remote instruction. All students will join FPA classes by FPA device led by instructors leading their classes on the ZOOM platform. Students will have the option of joining from the school building under adult supervision in rooms of 10 physical students or less. Therefore, students will be able to continue their instruction the next day if the building is closed just from their home or another safe environment determined by the family. The biggest difference will be in remote providing of SWD, ELL, and service provider services. Our SWD faculty members will build a daily schedule to accommodate the needs of their caseloads and the accommodations listed in their IEP for in-class push in support services, pull out small group intervention, or one-on-one skill building. We will ensure our SWD faculty have access to all ZOOM links and know how to access each student's learning environment. SWD and ELL faculty members will continue these supports daily. If SWD and ELL need to work with students in



person for any reason, we plan to have a dedicated classroom for each SWD and ELL staff member to be able to pull students in person. If we have a rolling closure - these in person services will continue online.

- **Support Services:** Speech, OT, PT, and Counseling will be provided in person when available throughout the year. Students that need these services will be encouraged to join us in person if available (and not immunocompromised high-risk). If we experience a rolling closure, these services will move online for Speech, OT, and Counseling. We are currently working with our PT services to see what can move online, and - if not - working to track the hours missed and make them up once the school building reopens. All speech providers will have face shields instead of masks so their mouth is visible to students during speech language therapy.
- **Kindergarten:** Since all instruction will occur via ZOOM the entire year, please see the above section (2.1) to see how the kindergarten day will differ from other grade bands.
- **Elementary:** Since all instruction will occur via ZOOM the entire year, please see the above section (2.1) to see how the elementary day will differ from other grade bands.
- **Middle:** Since all instruction will occur via ZOOM the entire year, please see the above section (2.1) to see how the middle school day will differ from other grade bands.
- **High School:** Since all instruction will occur via ZOOM the entire year, please see the above section (2.1) to see how the high school day will differ from other grade bands.

School Name	Grade(s) Served	Model Selected	Pathway Selected	Rationale
Freedom Preparatory Academy (792-8234)	6-12	Remote Virtual with 20% in person supervision	180 days traditional starting 8/31/2020	20% open to SWD, ELL, parents needing supervision
Freedom Preparatory Academy Whitehaven Middle School (792-8355)	6-8	Remote Virtual with 20% in person supervision	180 days traditional starting 8/31/2020	20% open to SWD, ELL, parents needing supervision
Freedom Preparatory Academy Elementary School (792-8155)	K-5	Remote Virtual with 20% in person supervision	180 days traditional starting 8/31/2020	20% open to SWD, ELL, parents needing supervision and K-2 students
Freedom Preparatory Academy Sherwood Forest (792-8375)	PK-5	Remote Virtual with 20% in person supervision	180 days traditional starting 8/31/2020	20% open to SWD, ELL, parents needing supervision and K-2 students



## Section 3: Standards-Based Instruction

### 3.1: Explanation of Approach

- **Instructional Materials:** Over the past four years, Freedom Prep has adopted high-quality, state board of education approved, tier one curriculum in ELA, Math, Science, and Social Studies. In ELA, we use the curriculum from Uncommon Schools for K-5 classrooms and Achievement First in 6-12 classrooms. This curriculum is focused on anchor text driven, content knowledge building, units of study that mix informational and literature texts and push students to leverage all ten anchor standards while also writing their literary analysis through various modes of writing. The Uncommon Schools K-3 curriculum also focuses on the phonics and phonological awareness skills necessary to master encoding and decoding in the lower grades. In combination with the Uncommon curriculum, we also leverage Reading Mastery for additional direct instruction phonics instruction. In mathematics, we use Achievement First's rigorous college-prep mathematics curriculum. This curriculum is focused on developing conceptual understanding and practicing mathematical fluency throughout all the grades with the appropriately aligned standards. In science, we leverage STEMScopes for K-12. STEMScopes uses the five step lesson approach to inquiry-based scientific instruction focused on the state's aligned physical, earth, and life science standards within each grade level. In social studies, we use the Achievement First social studies curriculum for American History, World History, and Geography. We supplement with resources from Giles County, Tennessee's open resource curriculum on Tennessee-specific history and geography to complete our standards. All elective teachers use a wide-range of resources and align to the Tennessee-approved standards. As a note, all instructional materials have been crafted a scope and sequence in line with our instructional calendar - allowing teachers ample time to present prioritized lessons and provide practice for de-prioritized standards with feedback, support, and practice. These lessons will be presented in groups of 15 or less on the ZOOM online conferencing platform. Teachers will continue their weekly coaching and feedback sessions with our Deans of Academics, Instruction Coaches, and Assistant Heads of School. During these meetings, administrators and teachers will rehearse lessons, determine if the prioritization of lessons still makes sense given student progress, analyze data collected anecdotally and in quizzes over the past week, and work across grade levels and content teams to align instructional practices and learn which approaches worked best for content delivery in this new environment. FPA will continue to implement its SBOE approved teacher evaluation model with three formal observations per year calculating an overall Level of Effectiveness (LOE).
- **Grading, Feedback, and Student Achievement:** Students will be on a bi-weekly progress report cycle this academic year. In K-5, we have moved to mastery based grading. Students will receive a report on all four core subjects that has a breakdown of student's demonstrated mastery on each standard. This will allow students and families to know the specific standards to focus on as they continue their work on iReady (blended learning program) and in small-group lessons for reading and math. In 6-12 we have mastery as a component of the grade students receive, but they are also given points of homework, classwork, class participation, etc. We will continue to provide mastery reports on student progress towards each standard. In ELA, given the complexities of the new Tennessee



standards and move away from skill-based standards driven instruction, we are focusing instead on student mastery of writing modes and using summative works that incorporate all anchor standards at the end of each unit of study. We will then conference with students on their specific next steps to improve their literacy skills in literature and informational text. In high school, specifically, we will make sure our grading practices align to Shelby County Schools so our students have an equitable transcript as they apply for college. We will continue to use reading and writing conferences in line with the Lucy Calkins readers and writers workshop style and we will continue to provide impromptu feedback to students in mathematics classes during practice portions of lessons. Progress reports will be sent electronically to email addresses on file with parents (over 90% have an email address and we're working on the remainder to setup email addresses) through the Deans List platform every two weeks. Report Cards and progress reports will be generated through PowerSchool and placed on PowerTeacher parent portal.

- **Early Literacy:** FPA has prioritized early literacy instruction the last three years - developing teacher skill and knowledge of the phonics and phonological awareness scope and sequence of instruction from research-based practices. We will continue to use the Uncommon Schools guided reading program, based off of the research of Dr. Jan Richardson aligned to the sequenced encoding and decoding skill levels outlined in the University of Chicago STEP assessment framework. Students in K-3 will be in daily guided reading lessons with 3-5 students virtually for at least 20-30 minutes. Students will also have experience 20-30 minutes of daily Reading Mastery (a Direct Instruction program) lessons a day. Students will follow up this practice with skill builders in the iReady program practice on their iPads in K-2 and Chromebook in 3rd grade. Any student in 4th - 12th grade who is below Lexile 440 will experience a similar programmatic approach to build decoding skills and transition to encoding practice with grade level text. In total, the reading block in K-3 classrooms will be 120 minutes with whole group reading, small group reading, blended learning practice, Reading Mastery, and writing acquisition.
- **Academic Counseling:** There are 12 social workers across the network and 4 college counselors. These 16 employees provide a 150:1 ratio of student to counselor. Our social workers monitor attendance, discipline, and grades for their caseload and prioritize students for more frequent feedback conversations. All students will meet with their counselors at least once per nine weeks (16 counselor-student meetings per week, per counselor) to check-in on grades, discipline, attendance data as well as aspirational goals and mental health check-ins given the weight of the pandemic. These 30 minute conversations mean that 8 hours of the counselors week are already pre-planned. The remaining 32 hours of the week are used to follow up with group therapy and or group academic counseling sessions as well as high touch conversations with students demonstrating greater need for support. These meetings will occur for students participating in remote learning at home as well as on campus.

### 3.2: Instruction Breakdown by Grade Band

- **Kindergarten:** All FPA students will participate in online instruction - they will either join their ZOOM classes from the safety of their homes or from adult supervised classrooms on campus at FPA. This ensures **all FPA students** receive a high-quality, equal education in a small class-size setting. *WE ARE PRIORITIZING KINDERGARTEN STUDENTS FOR IN-PERSON PARTICIPATION IN REMOTE LEARNING. THIS WAY WE CAN PROVIDE RECESS AND*



*OTHER SOCIAL SETTINGS TO ALLOW STUDENTS TO DEVELOP EMOTIONAL AND SOCIAL SKILLS. HOWEVER, WE ARE NOT FORCING FAMILIES TO RETURN TO CAMPUS.* All kindergarten students will participate in at least three hours of virtual instruction per day in class sizes of 15 or less. The state maximum for kindergarten is 25 students. We feel having 15 or less students per classroom will allow the one teacher to provide individual attention for the duration of the lessons. Students will participate in a morning meeting to establish classroom culture, read-aloud to listen to fluent reading and practice comprehension, small group reading groups of three students to practice sight words, decoding, phonics, and phonemic awareness, whole group mathematics lessons, small group mathematics instruction (groups of five or less), a weekly science lesson, and a weekly African American history lesson. Students will also have daily electives (Nutrition, Music, Art, Physical Education). Students will be tracked using the NWEA MAP assessment in mathematics and the STEP assessment in reading. Students will receive a secondary screener using EASYCBM if they fall within an at-risk range on these two assessments. Students will be monitored using the RTI-A model and will be evaluated for special education services if the S-Team recommends after exhausting all T2 and T3 intervention with appropriate progress monitoring data points. All ELL students will have additional time with the ELL teacher for either direct instruction (lower tiers of ELL) or the ELL teacher will push into classes to help assist ELL students with language acquisition. All Kindergarten students will have an FPA issued iPad and access to SeeSaw to provide iReady as a blended learning tool while students are working away from teacher direct instruction. All FPA families have access to the Comcast Cares reduced internet program and, if needed, we are providing \$35 Verizon hotspots to accompany the iPads. Fridays will be for intervention and remediation using our standards tracker in the Illuminate platform. Students will join small group re-teach opportunities throughout the day. *OUR SOCIAL WORKERS AND DEANS OF STUDENTS ARE PRIORITIZING OUR KINDERGARTEN STUDENTS AS A TRANSITION GRADE TO ENSURE THEY ARE ABLE TO ACCLIMATE TO A NEW SCHOOL ENVIRONMENT IN THE MIDST OF A PANDEMIC. ALL SOCIAL WORKERS WILL PROVIDE SOCIAL EMOTIONAL LESSONS AT LEAST ONCE PER WEEK THROUGHOUT THE YEAR TO EACH ZOOM CLASS.*

- **Elementary School:** All FPA students will participate in online instruction - they will either join their ZOOM classes from the safety of their homes or from adult supervised classrooms on campus at FPA. This ensures **all FPA students** receive a high-quality, equal education in a small class-size setting. All elementary students will participate in at least three hours of virtual instruction per day in class sizes of 15 or less. The state maximum for first through third grade is 25 students and fourth through fifth grade is 30 students. We feel having 15 or less students per classroom will allow the one teacher to provide individual attention for the duration of the lessons. Students in lower elementary (first and second grade) will participate in a morning meeting to establish classroom culture, read-aloud to listen to fluent reading and practice comprehension, small group reading groups of three students to practice sight words, decoding, phonics, and phonemic awareness, whole group mathematics lessons, small group mathematics instruction (groups of five or less), a weekly science lesson, and a weekly African American history lesson. Students in upper elementary (third through fifth grade) will have a daily reading lesson using anchor literature and informational texts, writing lesson, mathematics lesson, mathematics small groups, reading small groups, science lesson, and





African American history lesson. Students will also have daily electives (Nutrition, Music, Art, Physical Education). Students will be tracked using the NWEA MAP assessment in mathematics and the STEP assessment in reading for first and second grade. Students will be tracked using the NWEA MAP assessment in third through fifth grade for mathematics and reading. Students will receive a secondary screener using EASYCBM if they fall within an at-risk range on these two assessments. Students will be monitored using the RTI-A model and will be evaluated for special education services if the S-Team recommends after exhausting all T2 and T3 intervention with appropriate progress monitoring data points. If a student already has an IEP, we will encourage families to choose the in-person option for the student so we can provide all accommodations, speech/language, occupational therapy, physical therapy, and/or counseling in person. All students will have access to our 11 person social work department for virtual therapy sessions as well given the trauma of the pandemic. If a family with a student that has an IEP chooses the virtual-only option, we will provide all services remotely and create an addendum through the IEP team to address adjustments to the accommodations. All ELL students will have additional time with the ELL teacher for either direct instruction (lower tiers of ELL) or the ELL teacher will push into classes to help assist ELL students with language acquisition. All first and second grade students will have an FPA issued iPad and access to SeeSaw to provide iReady as a blended learning tool while students are working away from teacher direct instruction. All third through fifth grade students will have an FPA issued Chromebook to access Schoology. All FPA families have access to the Comcast Cares reduced internet program and, if needed, we are providing \$35 Verizon hotspots to accompany the iPads and Chromebooks. Fridays will be for intervention and remediation using our standards tracker in the Illuminate platform. Students will join small group re-teach opportunities throughout the day. *ALL SOCIAL WORKERS WILL PROVIDE SOCIAL EMOTIONAL LESSONS AT LEAST ONCE PER WEEK THROUGHOUT THE YEAR TO EACH ZOOM CLASS.*

- **Middle School:** All FPA students will participate in online instruction - they will either join their ZOOM classes from the safety of their homes or from adult supervised classrooms on campus at FPA. This ensures **all FPA students** receive a high-quality, equal education in a small class-size setting. All middle school students will participate in at least three hours of virtual instruction per day in class sizes of 15 or less. The state maximum for sixth through eighth grade is 30 students. We feel having 15 or less students per classroom will allow the one teacher to provide individual attention for the duration of the lessons. Students in middle school will have a daily reading lesson using anchor literature and informational texts, writing lesson, mathematics lesson, mathematics small groups, reading small groups, science lesson, and African American history lesson. Students will also have daily electives (Spanish, Liberation Arts, Physical Education). Students will be tracked using the NWEA MAP assessment in sixth through eighth grade for mathematics and reading. Students will receive a secondary screener using EASYCBM if they fall within an at-risk range on these two assessments. Students will be monitored using the RTI-A model and will be evaluated for special education services if the S-Team recommends after exhausting all T2 and T3 intervention with appropriate progress monitoring data points. If a student already has an IEP, we will encourage families to choose the in-person option for the student so we can provide all accommodations, speech/language, occupational therapy, physical therapy, and/or counseling in person. All students will have access to our 11 person social work department for virtual therapy sessions as well given



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- **High School:** All FPA students will participate in online instruction - they will either join their ZOOM classes from the safety of their homes or from adult supervised classrooms on campus at FPA. This ensures **all FPA students** receive a high-quality, equal education in a small class-size setting. All high school students will participate in at least five hours of virtual instruction per day in class sizes of 15 or less. The state maximum for ninth through twelfth grade is 35 students. We feel having 15 or less students per classroom will allow the one teacher to provide individual attention for the duration of the lessons. Students in high school will have classes that correspond with their needed credits to remain on track to graduation - typically an English, Mathematics, Science, Social Studies, and Elective. Students will be tracked using the NWEA MAP assessment in ninth grade for mathematics and reading. Students will receive a secondary screener using EASYCBM if they fall within an at-risk range on these two assessments. Students will be monitored using the RTI-A model and will be evaluated for special education services if the S-Team recommends after exhausting all T2 and T3 intervention with appropriate progress monitoring data points. If a student already has an IEP, we will encourage families to choose the in-person option for the student so we can provide all accommodations, speech/language, occupational therapy, physical therapy, and/or counseling in person. All students will have access to our 11 person social work department for virtual therapy sessions as well given the trauma of the pandemic. If a family with a student that has an IEP chooses the virtual-only option, we will provide all services remotely and create an addendum through the IEP team to address adjustments to the accommodations. All ELL students will have additional time with the ELL teacher for either direct instruction (lower tiers of ELL) or the ELL teacher will push into classes to help assist ELL students with language acquisition. All students will have an FPA issued Chromebook to access Schoology. All FPA families have access to the Comcast Cares reduced internet program and, if needed, we are providing \$35 Verizon hotspots to accompany the Chromebooks. Fridays will be for intervention and remediation using our standards tracker in the Illuminate platform. Students will join small group re-teach opportunities throughout the day. *ALL SOCIAL WORKERS WILL PROVIDE SOCIAL EMOTIONAL LESSONS AT LEAST ONCE PER WEEK THROUGHOUT THE YEAR TO EACH ZOOM CLASS.*

### 3.3: Artifacts

- Standards Based Grading in K-5 explanation
- Rubric for 6-12



K-2nd

Content Area	Avg. Days per Week	Minutes per Day	Mechanism
ELA	5	180	Synchronous; Teacher Based & Asynchronous
Math	5	120	Synchronous
Science	5	15	Synchronous
Social Studies	5	15	Synchronous
PE	5	60	Asynchronous
Arts	0	0	Synchronous
CCTE or Elective	2.5	60	Synchronous
Foreign Language	0	0	Synchronous

*Lower Elementary will focus on the reading block (Reading Mastery, Guided Reading, Whole Group Reading Comprehension and Background Knowledge Content Building Read Alouds, Writing) and Math (Whole Group Math, Small Group Math, iReady Math)*

3rd - 5th & Middle School

Content Area	Avg. Days per Week	Minutes per Day	Mechanism
ELA	5	120	Synchronous; Teacher Based & Asynchronous
Math	5	60	Synchronous
Science	5	30	Synchronous
Social Studies	5	30	Synchronous
PE	5	60	Asynchronous
Arts	0	0	Synchronous
CCTE or Elective	2.5	30	Synchronous
Foreign Language	0	0	Synchronous

*Upper Elementary and Middle School will have two blocks of instruction they can pick from: 8:30am - 1pm or 1:30pm - 6pm. These four and a half hours will ensure students. The 4.5 hours of instruction will be live on ZOOM. The additional two hours*



*will be for iReady math and reading, independent reading (tracked through a log) and physical education exercises (tracked through a log).*

High School

Content Area	Avg. Days per Week	Minutes per Day	Mechanism
ELA	4	55	Synchronous; Teacher Based
Math	4	55	Synchronous
Science	4	55	Synchronous
Social Studies	4	55	Synchronous
PE	4	55	Synchronous
Arts	4	55	Synchronous
CCTE or Elective	4	55	Synchronous
Foreign Language	4	55	Synchronous

*High School will meet with their teachers on A-days or B-days. Each day will have five 55 minute periods. They will work on homework asynchronously and Fridays will be for intervention and remediation.*



## Section 4: Attendance

### 4.1: Explanation of Approach

**Attendance Policy:** All Freedom Prep students must participate in at least 6.5 hours of instruction to count as “present” in the daily attendance count. The 6.5 hours must have at least three hours of live instruction led by a Freedom Prep licensed faculty member. The remaining time will be documented by completed work and/or program logs that document student participation on blended learning platforms and programs. Students must have their webcams on (whether they are joining on campus or at home) and be visually seen by the instructor to count as present.

**Attendance Procedures:** All Freedom Prep students will be in class sizes of 15 or less. These classes will meet virtually on the ZOOM platform. Students in K-5 will be self contained and will stay in the same ZOOM room with the same faculty member all day. Therefore, attendance will be taken one time at 8:30am and reported in PowerSchool (FPA student information system). Students in 6-12 will take different classes led by different instructors. To ensure students remain on ZOOM the entire day, attendance will be period level and taken at the start of each class and entered into PowerSchool. Our office staff will monitor attendance-taking procedures with one attendance lead designated at each campus. This office staff member will ensure attendance reports have been submitted each class period in 6-12 and once a day in K-5 and will follow up with teachers to submit attendance as needed.

**Attendance Codes & Reporting:** In K-5, we will use the traditional attendance codes for Present, Excused Absence, Unexcused Absence, Homebound, Suspended, Tardy. In 6-12, we will follow traditional period-to-day conversion models outlined in the EIS handbook to determine if a student is present for a full or half day. A student will be considered tardy if they are more than 15 minutes late to the day in K-5 or more than 5 minutes late in high school. Tardies do not cumulatively convert to absences. Present = participated for 6.5 hours. Tardy = arrived late to the class or day. Unexcused absence = we did not hear from this student or their family and are unclear if the student meant to be absent. Excused absence = any of the stated reasons in the state attendance handbook that count for excused absences.

**Attendance Interventions:** Last year, FPA campuses reduced the percent of students who were chronically absent from 21% (2018-19) to 7% (2019-20). We will continue our attendance interventions we put in place last year. We will collect attendance at the beginning of the day (8:30am) and then the administration staff and office staff will call each and every absent student’s family. This drives a number of students to come to school (or in this case, log onto the computer). After three unexcused absences, a warning letter for truancy will be sent to the house. After five unexcused absences, an official notice of truancy will be sent to the house. A SART (student attendance response team) meeting will happen and an AIP (attendance intervention plan) will be drafted with the social work and community outreach teams assigning appropriate interventions to the student case. After ten unexcused absences, the SART team will reconvene and revise the AIP with the family to determine what needs to happen to get the student to school each day. If the student reaches 18 unexcused absences, the student and family will be referred to the local truancy court with all documentation of communication, AIP, and warning letters for legal intervention. Last year, FPA only had one student out



of 2,035 that needed to be referred to the local truancy court. We are hoping to continue that trend this year even amid the pandemic.

**Attendance Communication:** All students and family members will engage with virtual school orientation the weeks of August 17-21 and August 24-28. During these weeks, students will learn to use their FPA issued devices, connect to the internet, etc. They will also learn our attendance expectations and how we plan to follow up on attendance if students are not present for daily learning either on campus or at their home. Families will also learn about our 3-day, 5-day, 10-day, and referral letters as well as AIPs that are developed with the SART to align interventions and resources when needed.

#### 4.2: Artifacts

- FPA Attendance & Truancy Guidebook



## 5: Instructional Technology

### 5.1: Explanation of Approach

- **Distribution and Tracking:** FPA invested \$505,003 in technology orders for 2020-21. FPA ordered 575 iPads for every student in K-2 and 240 iPads for students with IEPs, FPA distributed 402 Chromebooks to families in 2019-20 who are returning in 2020-21 (through registration and confirmation). We have 373 remaining Chromebooks not yet distributed. Our gap to 1:1 technology was 503 Chromebooks. We have purchased 503. That means we now have 2,100 devices in our inventory. All devices have been asset tagged and tracked in our RAPTOR asset management system and tracked with students. All students sign a Terms of Use agreement when the device which states the child will return the device if they transfer schools or leave FPA for any reason.
- **Troubleshooting and Technical Assistance:** We have a contract with TechnoLogyx, Inc. - a full-service technology company that won our Request for Proposal last school year for providing school technology. They have prepared an IT helpdesk phone number and email for students and families to use. All students will log in with @students.freedomprep.org email addresses that allow us to port in, takeover, and fix the device if there is a software issue. TechnoLogyx has an in-person pick up and drop off service for fixing any hardware issues with devices and is prepared to provide this service at scale for our five schools.
- **Security and Safety:** All devices have appropriate firewalls and blocking services enabled. All devices must be signed into with the @students.freedomprep.org email address which enables this blocking and tracking. All blocking is in compliance with CIPA (Child Internet Protection Act). All ZOOM accounts have passwords and waiting room enabled to prevent ZOOM bombing. All Schoology and SeeSaw accounts have account-required garden walls that ensure non-FPA families and students cannot log in.
- **Access and Opportunities for All:** All students have a device and all families have access to sign students up for the morning or afternoon block of learning. This means families can choose for all students to participate in the morning instructional day, afternoon instructional day, or rotate so the family can support one learner at a time (e.g., one learner participates in morning and one in the afternoon). All SWD, ELL, and K-2 students are being encouraged to participate on campus so we can provide additional in-person supports and related services.
- **Contingency Plans:** Our Service Level Agreement has a loaner device service that will be overnighted to students to ensure no disruption in learning because of a device issue.

### 5.2: Artifacts

- Family Survey
- TechnoLogyx contract
- Instructional Technology order quotes from Anika/Teresa
- User Agreement Form
- Acceptable Use Policies
- Chromebook check-out from 2019-20



## Section 6: Professional Development (for Remote Teaching and Learning)

### 6.1: Explanation of Approach

- **Virtual Learning:** All FPA teachers will engage in Professional Development for 40 hours per week, 5 weeks before school start (200 total hours). The network academic team and school leaders will train teachers how to translate our traditional teaching pedagogical practices into online learning through short direct instruction loops, virtual checks for understanding, and use of breakout rooms on ZOOM to quickly remediate and keep instruction moving towards daily objectives and goals. Teachers will practice curating high-quality curricular lessons into online lessons between 45 - 60 minutes each and practice with other teachers posing as students to provide real time feedback to the instructor. Teachers will engage in 90 minutes of PD each Wednesday afternoon throughout the year (60 additional hours of PD) and one PD day per quarter (32 additional hours of PD) to continue to practice curating the next week's lessons. This will mean FPA teachers will engage in 292 hours of PD this year.
- **Student Engagement and Classroom Climate:** Teachers will learn to plan for translating the "FPA experience" to the remote space and create a warm, liberation-arts focused classroom experience for classes with 15 or less students. Teachers will practice family conversations and will learn about expectations for communicating regularly with families (see the grading and feedback section above). Teachers will spend one PD a month problem solving around wins and areas for growth in student engagement and classroom climate with our Deans of Students from each campus.
- **Student Supports:** The special populations team at FPA (SWD, ELL, PreK) will provide PD to teachers on what push-in and pull-out services will look like at FPA this year. General education and special education teachers will practice co-teaching via the ZOOM model and how special populations teachers will pull students into breakout rooms throughout the lesson to reinforce, introduce, or support student learning concepts. We will have at least two special populations PD sessions per quarter during the year.
- **Learning Loss:** Teachers will analyze student results on the NWEA MAP assessment and STEP assessment and make percentile goals and use the NWEA MAP skill continuum system to build learning plans for students and align all iReady lessons and small group math/reading scopes and sequences to match the student need for student learning plans. Teachers will do this after the August and December administrations and will check in on anecdotal observation notes with their instructional coach at least once per month.
- **High Quality Instructional Materials:** The academic team and instructional coaches will provide ongoing PD on all of our Uncommon Schools and Achievement First curriculum during the summer PD and throughout the year. The PD will focus on unit unpacking, lesson internalization, student work analyses, and data analyses. Coaches will provide additional support to teachers as needed based upon our tiered-coaching program that provides additional modeling, cueing, and practice sessions based upon teacher skill and need.

### 6.2: Artifacts

- FPA Coaching & Evaluation Model
- Five Week PD Calendar from Lars/Kristle
- Calendar with PD dates





## Section 7: Implementation Monitoring

### 7.1: Explanation of Approach

- **Instructional Delivery:** We will use the FPA teacher coaching and evaluation rubric for three formal evaluations per year as well as once per week informal evaluations. All evaluations will be logged in our Google tracking system within our Google Apps for Education monitoring system. All teachers will receive feedback and coaching at least once per week. Teachers will meet for PD for 90 minutes each Wednesday and four times throughout the year. Teachers will engage in lesson review (watching videos of ZOOM lessons to provide group feedback), data analysis, and student work analysis.
- **CLP Monitoring:** We have one network wide Google spreadsheet that all five principals are required to enter information once per week. Principals enter this information after their weekly school leadership team meetings. The network analyzes this information at the school and network level once per week.
  - **Instruction:** Weekly mastery % average by grade level on quizzes in math, science, and social studies. Weekly average rubric rating on writing for all grade levels in ELA. Average time on iReady for math and reading.
  - **Attendance:** Weekly attendance average by grade and school. The % of students at risk for being chronically absent (10% more absences).
  - **IT:** Weekly # of tickets submitted by staff and by families. Average IT ticket time.
  - **PD:** # of observations done for the week, average by teacher, average rating by FPA instructional rubric domain
  - **Communications:** # of views on the monthly All Eagle Message to family members
- **Technology:** All ZOOM accounts and SeeSaw/Schoology classrooms will be open to FPA staff members and administrators for virtual observations. We have a tiered hierarchy for permissions set by Senior Leadership Team, School Leaders, School Leadership Team, Teacher Leaders, Teachers, Other.

### 7.2: Artifacts

- Lars Rubric from Q4



## Section 8: Communications

### 8.1: Explanation of Approach

- **Modes of Communication:** FPA provides communication via Facebook, Twitter, Instagram, email, robotext message, and robocall. We leverage a weekly all family email called the “All Eagle Message” which is in Spanish and English. It includes all community resources, FPA COVID19 announcements, and highlights.
- **Emergency Communications:** Each campus has a phone tree for principal → school leadership team → grade level chairs → teachers → family members. We are also developing a COVID19 family letter in case a student or staff member contracts the virus in person this year.
- **Frequency of Teacher Communication:** Teachers are required to converse with families at least one time per day through the DeansList app with a message or status report on student work, behavior, etc.
- **Accessibility: Language:** All materials are communicated in English and Spanish. We have other language translation services and interpreter services available upon request.
- **Accessibility: Location:** All materials are on our website at [www.freedomprep.org/COVID19](http://www.freedomprep.org/COVID19). These materials will also be printed and available at each physical location.
- **Family Engagement:** We had over 20 parents participate in the development of our COVID19 return plan. They are recognized on the final page of our reentry plan. Families can submit questions to [info@freedomprep.org](mailto:info@freedomprep.org), call our Community Outreach office, message us on Facebook, Instagram, or Twitter, or text our Community Outreach office.
- **Audience:** Over 50 people served on our COVID19 reentry plan committee, including community members, family, teachers, staff members, administrators, and network level staff. We continue to engage with the community through a robust media communications campaign.

### 8.2: Artifacts

- Reentry Plan
- Reentry FAQ
- Family Meeting Calendar
- Reentry Committee Schedule & PPTs
- Survey Results