



FLAGSTAFF ACADEMY

STRATEGIC PLAN May 2016

Prepared by
Wayne Granger, Executive Director
Robin Lowe, Executive Principal

Our mission is to develop students who are equipped to be well-rounded, ethical leaders in the world community with a foundation based on science and technology.



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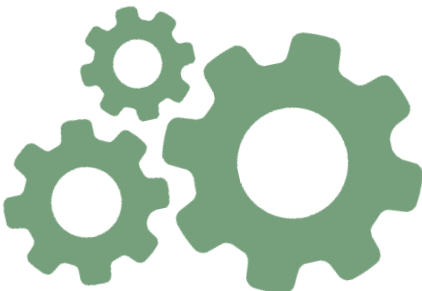
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EXECUTIVE SUMMARY

Introduction

When Flagstaff Academy opened in 2005, our founding families knew that establishing a quality school of choice met the needs of our community seeking alternatives to traditional schools. As the school evolved, it was decided that in our technology-rich corridor of Boulder County, a school with a science and technology focus would provide a quality solution for parents seeking an alternative to their neighborhood schools.

As Flagstaff Academy grew into the incredible school of today, we have achieved amazing results:

- Historical academic achievement above both state, and district, performance.
- Colorado Department of Education, John Irwin School of Excellence- 2008, 2011, 2012
- Colorado School Grades.com- School Rankings for the State of Colorado
 - 2013- #12 Middle School
 - 2014- #1 Middle School
- English Language Learners-
 - #1 in State of Colorado- 2015
 - Top 10 in State of Colorado- 2016
- Preschool Quality Rating Improvement System (QRIS)- Rating 2
- Alumni consistently place in Honors, Advanced Placement, International Baccalaureate, BioMedical Academy, and STEM Academy programs at area high schools and win academic and community awards.
 - 2015 Skyline HS Valedictorian was a Flagstaff Academy alumnus

Maintaining a school of excellence takes a leadership team and staff dedicated to continuous improvement. This process began in the winter of 2014 with the Strategic Educational Leadership Project (SELP). SELP utilized the Colorado Charter School Support Initiative (CSSI) criteria to evaluate our schools academic, social, financial, and governance performance. CSSI uses evidence-based standards aimed at continuous improvement and student achievement. Work on SELP helped establish data-driven decision making and best practices within Flagstaff Academy.

In the fall of 2015, the leadership team and Board of Directors evaluated the 2012 Strategic Plan and determined that it had run its course and was due for an update. Many of the programs and initiatives highlighted in the plan are ongoing and will remain successful strategic initiatives. The 2012 Strategic Plan was closed and a new plan began development.

2016 Strategic Plan Development

In late 2015, the Board of Directors worked to clearly define our Mission so that a new strategic plan could be more clearly targeted. The Board of Directors defined critical elements in our mission statement to allow for focus and consistency when developing the new strategic plan.

Flagstaff Academy's Mission

Our mission is to develop students who are equipped to be well-rounded, ethical leaders in the world community with a foundation based on science and technology.

Flagstaff Academy's Guiding Principles

- Provide a K-8 Core Knowledge-based education with a science and technology focus that challenges students to achieve their academic potential.
- Supply opportunities for scientific and technological exploration.
- Pursue excellence in every student and employee.
- Promote, value, and recognize academic achievement and creativity.
- Respect the individual, classroom, school, community, and world.

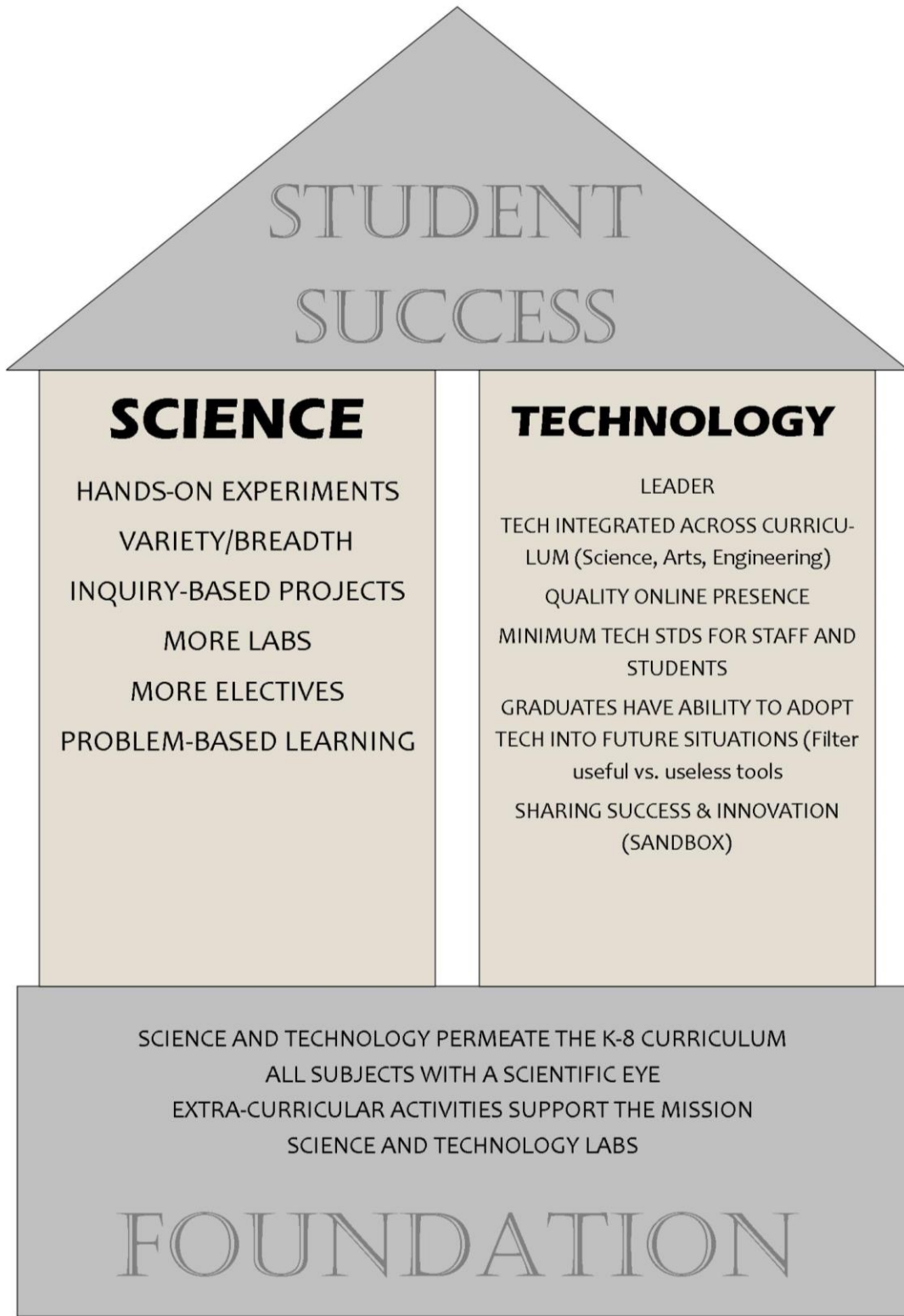
Stakeholder Involvement

In an effort to determine how our stakeholders felt Flagstaff Academy was performing and keeping the promises we made, an educational consultant group, BrandED, was commissioned to evaluate our school and obtain stakeholder insights. BrandEd engaged hundreds of stakeholders including the Board of Directors, parents, students, teachers, staff, and alumni about Flagstaff Academy's standing, successes, and areas for improvement. These insights were then used to assist in the development of goals and areas of improvement. In addition, over 400 parents responded to the annual SAC survey in April 2016. The results and insights gained from the annual parent survey were used to confirm and strengthen themes and concerns identified in the BrandED analysis.

All of this information, along with competitive analysis, academic performance, and best practices were used to create the new 2016 Strategic Plan.

Mission Diagram

The mission diagram is a visual representation of our mission of a foundation of science and technology and how they are actualized in our programs.



Three Pillars of Success

The 2012 Strategic Plan established our Three Pillars of Success. The three pillars, Student Success, Professional Environment and Culture, and Financial Sustainability remain relevant and solid representations of the necessary areas of focus to keep Flagstaff Academy as a leader in our region.

Student Success

This is why we exist. This embodies our customer, our product, and our promise. The academic, social, and emotional health and success of our students is our primary purpose.

Professional Environment and Culture

No single factor has greater impact on student achievement than Quality of Instruction. The hiring, training, development, and evaluation of teachers is the primary goal of academic leadership. Quality teachers, a safe environment, and a positive culture will result in Student Success.

Financial Sustainability

We are stewards of taxpayer dollars. The foundation of charter schools is doing better with taxpayer dollars than traditional schools. We strive to lead best practices in finance, accounting, and business practices. Doing so supports Student Success and Professional Environment and Culture.

2016 Strategic Plan Goals

The development of the goals of the new strategic plan were centered on the Three Pillars of Success and what programs and initiatives would provide the greatest impact to fulfilling our mission and serving our students. Academic goals are centered on improving math and language arts proficiency as well as developing the well-rounded, whole child. Professional environment goals are targeted at programs that improve teacher effectiveness and quality of instruction, increase leadership capacity within the organization, and ensure an empowered, satisfied workforce. Financial sustainability goals are aimed at long-term planning to ensure adequate resources are available for teachers, Flagstaff Academy maintains a strong enrollment pipeline and sets itself up for managed growth in the future.



SUCCESS PILLAR: Student Success- A1

GOAL	Flagstaff Academy will be ranked in the top 8% of schools in the state, for Math and ELA proficiency on state exams, by 2019.
RATIONALE	Colorado Department of Education award for schools with academic achievement in top 8% previously awarded John Irwin School of Excellence.
METRIC	Colorado School Grades, CDE Ranking, or internal assessment data.
BUDGET	None
OWNER	Executive Principal
UPDATE FREQUENCY	



SUCCESS PILLAR: Student Success- A2

GOAL	All students will leave Flagstaff Academy Charter School on a clear pathway of academic success based on their passions and successes.
RATIONALE	One of the key components of an exemplary middle school experience is to provide exploratory opportunities for students, exposing them to a range of academic and creative subjects for career options, community service, and enjoyment.
METRIC	Completion of Student Pathways design and 100% of student guidance sessions held.
BUDGET	Personnel Costs, Engineering is Elementary Curriculum, Future Problem Solvers
OWNER	Executive Principal
UPDATE FREQUENCY	



SUCCESS PILLAR: Student Success- A3

GOAL	Develop civically engaged students who are prepared to excel in high school and beyond.
RATIONALE	Utilize character education, service learning, and capstone projects for student development.
METRIC	Completion of Capstone project and minimum community service hours. Measure high school success by % in Honors, AP, IB, advanced courses, academic awards, leadership positions/awards
BUDGET	Cost of Character Education Platform
OWNER	Executive Principal
UPDATE FREQUENCY	



SUCCESS PILLAR: Professional Environment and Culture- B1

GOAL	Flagstaff Academy employee satisfaction rate on annual Employee Survey of 75% on key indicators.
RATIONALE	Engaged, satisfied employees are more productive, more willing to help others, and work beyond expectations. This translates to a professional environment that will result in quality instruction and student success.
METRIC	Minimum 75% Agree/Strongly agree on Employee Survey in key indicators.
BUDGET	\$500- Social Research Lab survey and report fee
OWNER	Executive Director and Executive Principal
UPDATE FREQUENCY	



SUCCESS PILLAR: Professional Environment and Culture- B2

GOAL	Increase individual leadership capacity within Flagstaff Academy staff through a Leadership Development Program.
RATIONALE	Develop and implement a staff Leadership Development program designed to increase leadership capacity at all levels within the organization.
METRIC	Initiation and successful implementation of Leadership Development Program.
BUDGET	\$1,500.00- Books and supplies
OWNER	Executive Director
UPDATE FREQUENCY	



SUCCESS PILLAR: Professional Environment and Culture- B3

GOAL	Develop Professional Learning Communities model for professional development, data-driven decision-making, and horizontal and vertical curriculum alignment.
RATIONALE	Increasing the collective knowledge in the school through a PLC model will result in higher Quality of Instruction, better classroom management, and student success.
METRIC	Initiation and successful operation of PLC and data-driven decision making program.
BUDGET	None
OWNER	Executive Principal
UPDATE FREQUENCY	



SUCCESS PILLAR: Financial Sustainability- C1

GOAL	Increase enrollment pipeline by establishing an Early Learning Center and wraparound care program.
RATIONALE	Growing our high-rated preschool program will create a larger enrollment pipeline for Kindergarten. A wraparound day care, before/after school program will add to this pipeline as well as provide additional benefits to employees and families.
METRIC	Year 1- Business Plan, Financial Projections, Facility Acquisition. Year 2- Open ELC
BUDGET	TBA
OWNER	Executive Director
UPDATE FREQUENCY	



SUCCESS PILLAR: Financial Sustainability- C2

GOAL	Develop 5-year long-term plan that supports Flagstaff Academy's strategic initiatives.
RATIONALE	Long-Term planning team to advise Board and Administration on strategic initiatives including student success programs, professional environment, and facility needs.
METRIC	Year 1- Establish Long Term planning committee, conduct analysis. Year 2- Report analysis findings, create planning report and recommendations
BUDGET	Zero
OWNER	Executive Director and Board of Directors
UPDATE FREQUENCY	



SUCCESS PILLAR: Financial Sustainability- C3

GOAL	TBA- Finance/Bond related
RATIONALE	
METRIC	
BUDGET	
OWNER	
UPDATE FREQUENCY	

APPENDIX A
STUDENT SUCCESS

Goal A1- Flagstaff Academy will be ranked in the top 8% of schools in the state, for Math and ELA proficiency on state exams, by 2019.

DATE	MILESTONE	COMMENTS
Fall 2016 Jan 2017 Apr 2017	iReady Data BOY/MOY/EOY**	iReady data will be an indicator of our PARCC/CMAS scores which determine ranking. **Lack of specific student data from CDE to determine correlation impedes determination of milestones at this time. When data becomes available, and can be correlated to internal assessment measures, milestones will be updated.
May 2017	End of Year Math Placement Scores- 80% students at or above grade level	Indicators of Upper level math readiness.
Fall 2016	PARCC / CMAS Results**	Will determine state ranking. CDE changing of performance measures still being defined by CDE. Unable to set milestones until we know how we are being measured.
Ongoing 2016-2017	Progress Monitoring Reports of student growth	Interventionists and Special Education teachers report progress monitoring on a monthly basis

In order to reach the top 8% of schools in Colorado, we will closely monitor student and teacher data throughout the year. Data monitoring and analysis will occur using the following timeline:

- Fall, Winter, Spring iReady testing - data is analyzed by student, by topic, and by teacher
- Fall CMAS / PARCC reporting from prior year's testing
- Monthly data meetings with each grade level team
- Intervention and Special Education progress monitoring reports
- End-of-Year Math Placement exams

By actively monitoring data throughout the school year, we expect to be more proactive to student and teacher needs and more timely in our response to those needs

Goal A2- All students will leave Flagstaff Academy Charter School on a clear pathway of academic success based on their passions and successes.

DATE	MILESTONE	COMMENTS
Aug 2016	Program Implementation - Gifted and Talented	Follow research based best practices that state gifted students need to spend a part of their day with their gifted peers. Program will provide out-of-the-box thinking strategies and tools to apply thinking to community, national, and global issues.
Aug 2016	Program Implementation - Engineering Innovations K-5: min of two engineering experiences / year 3-5: min of two Lego Mindstorms experiences / year	Expose elementary students to variety of engineering experiences
Aug 2016	Implementation of new electives in middle school Students will have four elective choices / semester.	Give students a wide variety of elective choices
Aug 2016	Implementation of science discovery lessons in ES - minimum of one experience per unit of study	Give students background knowledge needed for upper level science courses.
Mar 2017	MS student Career Pathways designated & all guidance sessions completed	Tiered support beginning in 6th grade and progressing through 8th grade
May 2017	Surveys to students, staff, and parents	To determine effectiveness of first year implementation of GT program
May 2017	Surveys to students, staff, and parents	To determine effectiveness of first year implementation of Engineering Innovations program

In order to meet the needs of our students and give them experiences to set goals for their future, we are implementing the following new programs for the 16-17 school year:

- Gifted and Talented Program for all 3rd - 5th graders - to meet the needs of our identified gifted students. The program will emphasize those 21st century skills students need to be successful in the workforce - critical thinking, creativity, problem-solving, etc.
- Future Problem Solvers Elective for middle school students - to meet the needs of our identified gifted students and those on the bubble. The program will emphasize those 21st century skills students need to be successful in the workforce - critical thinking, creativity, problem-solving, etc.
- Innovations Teacher for ES students - to bring engineering and coding practices to the elementary level. We will be utilizing the Engineering is Elementary curriculum to supplement science lessons with elementary school students, as well as giving 3rd-5th graders experiences with Lego Mindstorms
- Middle School Student Pathways and guidance meetings - all students in grades 6-8 will complete a student pathways form and have personal guidance meetings with the counselor or designated team member. These meetings will assist students in choosing a path for HS and will be scaffolded for the various grade levels.
- Science Discovery Lessons will be deliberately planned for and executed - a minimum of one for each unit of study - these lessons are in addition to the science lab lessons.
- Additional Elective choices for MS - students were given a choice of 48 different electives this past spring and the master schedule was built on the choices students' made.

By implementing these new courses, we expect our students to have broader experiences, which will in turn impact their career pathways. Additionally, each of these programs support our core mission as a Science and Technology campus. In order to determine the effectiveness of these programs, various surveys will be given to the impacted audience. Survey results will be reviewed and programs adjusted per the feedback.

Goal A3- Develop civically engaged students who are prepared to excel in high school and beyond.

DATE	MILESTONE	COMMENTS
Aug 2016	Implement daily character education lessons by classroom teachers	To integrate the character education into daily lessons and provide Dean of Culture time to appropriately implement Restorative Practices
Aug 2016	Implement twice weekly character education lessons during advisory in MS	To integrate the character education into daily lessons and provide Dean of Culture time to appropriately implement Restorative Practices
Aug 2016	Program Implementation - Mixed grade level advisory classes in MS	To create a mentor relationship between 6th, 7th & 8th graders
June 2016	# of AP/IB classes taken by FA students	Track # of AP/IB classes at HS level
June 2016	Track HS accolades/honors of former FA students	Create a Google form for parents to document high honors for students Send email to current 8th grade parents regarding Google form and AP/IB tracking
Fall 2016	Capstone Project for all 8th grade students with tiered goals for grades 6 & 7	Establish parameters of capstone project for all 8th grade students Tiered approach with specific goals for 6th and 7th grades until final project in 8th grade
Fall 2016	Program Implementation - Service Learning	Establish service learning expectations for students in grades 5-8 Provide opportunities for students to complete the expectations on campus - focus on community improvement projects

May 2017	Surveys to students, staff, and parents	To determine effectiveness of first year implementation of mixed advisory program
May 2017	Surveys to students, staff, and parents	To determine effectiveness of first year implementation of changes to the MS & ES character Education programs
May 2017	Surveys to students, staff, and parents Capstone Project Presentations	To determine effectiveness of first year implementation of Capstone program
May 2017	Surveys to students, staff, and parents Completed # of service learning hours	To determine effectiveness of first year implementation of Service Learning program

In order to impact the whole child, character education, service learning and capstone projects will be scaffolded into the various grade levels. Additionally, we will track our graduating students to determine their success in HS and beyond. To do that we will add:

- ES - Daily character education lessons to be taught by the classroom teachers and supplemented by the counseling staff and dean of culture
- MS - Twice weekly character education lessons to be taught by the advisory teachers and supplemented by the counseling staff and dean of culture, along with mixed grade level advisories
- Implementation of a Capstone Project for all 8th grades, to be scaffolded into grades 6 and 7.
- Implementation of Service Learning expectations for all 5th - 8th grade students

Expected outcomes will be measured through tracking of graduating students, numbers of service learning hours completed, completion of capstone projects, and surveys to parents, students, and staff to gain feedback on the programs.

APPENDIX B
PROFESSIONAL ENVIRONMENT AND CULTURE

Goal B1- Flagstaff Academy employee satisfaction rate on annual Employee Survey of 75% on key indicators.

DATE	MILESTONE	COMMENTS
May 2016	Provide summary of results to staff	Summarize key points for improvement and plan to develop solutions starting Fall 2016
September 2016	Begin work on 2016 Results	Establish focus groups to work on solutions to problems identified in 2016 Survey
October 2016	Identify top three issues of concern and solutions	Identify solutions to improve areas of concern. Communicate top three areas of concern and proposed solutions to staff.
November 2016	Begin implementation of solutions for areas of concern	Success metrics clearly identified, achievable, and measureable. Develop plan to communicate progress on regular basis.
February 2017	Update staff on progress toward improvements	Track progress and metrics for status.
February 2017	Commission SRL for March 2017 Survey Launch	
March 2017	Launch 2017 Staff Survey	
April 2017	Provide summary of 2016 improvement efforts and results to staff	Report on success of improvements and seek feedback
May 2017	Provide summary of results to Staff for 2017 Survey	Summarize key points for improvement and plan to develop solutions starting Fall 2016
Annually	Repeat feedback, improvement, progress, monitoring, and communications cycles	

Using the Social Research Lab for our Staff Survey provides a level of credibility and confidentiality that allows employees to feel confident their responses will remain anonymous. In addition, if staff members do not feel that the survey will lead to meaningful change, they will not use it as a tool to seek improvement in the organization. After the survey is administered, Leadership must take meaningful steps to address key concerns. Not only will this improve staff retention and satisfaction, but the effects on morale will translate to greater efficiencies and performance impacting our children.

Key Indicators:

- Staff satisfaction with Flagstaff Academy as their employer
- Staff feeling their input is valued by leadership
- Staff feeling they are a part of the Flagstaff Academy team
- Staff feeling valued by leadership
- Ratings of effectiveness of all functions (ED, EP, APs, Business Office, Communications, etc.)

Establishing this system of seeking staff feedback, closing the feedback loop, and then taking action on the feedback will provide staff with the confidence that their voice will be heard and action taken to improve their workplace environment.

Goal B2- Increase individual leadership capacity within Flagstaff Academy staff through a Leadership Development Program.

DATE	MILESTONE	COMMENTS
Summer 2016	Develop course outline and objectives	
September 2016	Lesson 1	
October 2016	Lesson 2	
November 2016	Lesson 3	
December 2016	Group Presentations	
January 2017	Lesson 4	
February 2017	Lesson 5	
March 2017	Lesson 6	
April 2017	Service Project	
May 2017	Graduation	

Staff Leadership Development program will be designed so that any member of our staff can benefit from the lessons learned. The first program will focus on servant leadership and developing leadership skills for staff members to use in their personal and professional lives. Staff will work in cross-functional teams to instill teamwork and knowledge of unfamiliar aspects of the Flagstaff Academy workplace.

Teams will conduct group presentations in December 2016 tied to the lessons and information presented in the first semester. As the course is focused on servant leadership, and in alignment with our core virtues of generosity, compassion, and heroism, the class will take on a service project outside of Flagstaff Academy to give back to the community that supports us in so many ways.

Program will repeat in subsequent years, each year, focusing on a new aspect of leadership such as employee engagement and satisfaction, high performing teams, innovation, and change leadership. As the program advances, select students will help facilitate the new courses as well as demonstrate leadership by leading peer work groups to accomplish strategic objectives.

Goal B3- Develop Professional Learning Communities model for professional development, data-driven decision-making, and horizontal and vertical curriculum alignment.

DATE	MILESTONE	COMMENTS
June 2016	Inservice for all team leaders for the 16-17 school year	Leadership team will hold an inservice to review goals and expectations for upcoming school year
Aug 2016	Documented weekly meetings in grade level teams begin	Meetings will focus on data, student learning outcomes, professional development, and horizontal and vertical curriculum alignment.
May 2017	Documented monthly meetings by the MTSS team to each grade level team	Data review; students support; recommendations based on student data
May 2017	Documented monthly meeting by the Assistant Principal to support / deliver team expectations, professional development, etc to each grade level team.	Customized supports depending on the grade level to meet the needs of the teachers. Consistent message delivery to teams
May 2017	Documented monthly meeting by the Executive Principal to support/deliver professional development to each grade level team	Customized supports depending on the grade level to meet the needs of the teachers. Consistent message delivery to teams

In order to support student and staff learning, the Professional Learning Communities model will be fully implemented. During the summer, the leadership team will receive leadership training, along with training in effective PLCs. Professional development will be supported through the schedule team meetings at each grade level, K-8th. This will allow for customized supports by grade level for the teachers. Ongoing after school professional development, as well as late start PD and designated days in our adopted calendar will also be provided for the staff.

We will measure the success of this initiative through staff surveys. We expect this to increase our communication with the staff through consistent messaging.

APPENDIX C
FINANCIAL SUSTAINABILITY

Goal C1- Increase enrollment pipeline by establishing an Early Learning Center and wraparound care program.

DATE	MILESTONE	COMMENTS
October 2016	Committee established	Ad Hoc subcommittee of Finance Committee established
November 2016	Program criteria defined	Establish purpose, scope, and committee assignments
December 2016	Prepare initial budget projections	Draft proposed budget with assumptions for facility costs, staffing requirements, and revenue generation
January 2017	Report findings to Finance Committee	Report feasibility, budget, and recommendations
February 2017	Report findings to Board of Directors	If Finance Committee recommends moving forward, report to Board for next steps

The feasibility of this project will depend on multiple variables- availability of space being one of them. An initial review on availability shows limited space in the general vicinity of adequate space that could be leased.

A feasibility of a proposed program will be completed first, regardless of property availability. Once program characteristics and offerings, financial projections, and space requirements are proposed, if the Board of Directors chooses to advance the plan, a commercial realtor can be commissioned to find adequate space.

Goal C2- Develop 5-year long-term plan that supports Flagstaff Academy’s strategic initiatives.

DATE	MILESTONE	COMMENTS
Fall 2016	Establish Long Term Planning Committee	Board of Directors authorizes Ad Hoc Subcommittee including Board Liaison
Spring 2017	Draft of 5-year Long Term Plan completed	Draft Plan presented to Finance Committee, SAC, and Board of Directors

A long term plan is essential to the sustainability of Flagstaff Academy, both academically and financially. In light of the bond refinance, enrollment at capacity, and little room for growth on this campus, a comprehensive 5-year plan for Flagstaff Academy’s success into the future is necessary. A comprehensive plan will help guide financial and academic decisions. It can also outline strategy decisions for future growth whether that be replication or expansion. It can also outline academic program goals and outcomes critical for the success of Flagstaff Academy well into the future.

Goal C3- TBA

With the recent refinance of our bonds, that savings dictates a strategic approach on how to best utilize those savings to best impact student success, a professional environment and culture, and financial sustainability.