

Annual School Performance Summary and Improvement Priorities

2025–2026 Reflection and 2026–2027 Plan

Friendship Aspire Academy Little Rock Garland

School Context and Year-in-Review

During the 2025–2026 school year, Friendship Aspire Academy Little Rock Garland focused on strengthening instructional systems, intervention structures, and leadership capacity to improve scholar achievement outcomes across reading, mathematics, and science. Entering the year, the school faced significant academic concerns, including low proficiency rates in English Language Arts (15%), mathematics (23%), and science (14%). Growth performance also remained below the school's desired outcomes, with ELA/ELP growth at 42%, math growth at 53%, and science growth at 38%. The performance of the bottom quartile remained a critical concern, with ELA growth at 35%, math growth at 38%, and science growth at 39%.

In response, school leadership implemented several strategic improvements throughout the year. Personnel were realigned to ensure more experienced educators were placed in lower-performing grades and subject areas. The leadership team was restructured to improve oversight and accountability, and lead teachers were appointed to provide additional coaching and support to novice teachers alongside state-provided supports. The school also added professional development days and implemented flex planning days to strengthen teacher collaboration, lesson internalization, and data analysis cycles.

A major area of progress during 2025–2026 was the strengthening of instructional systems. Through intentional professional development, walkthrough observations, targeted feedback, and PLC cycles, the school saw measurable improvement in key instructional indicators, including structures for learning, alignment of content, direct instruction, student practice, assessment, and differentiation. These improvements resulted in stronger performance on district common formative assessments and greater achievement on the 2025–2026 Interim Assessment 1 when compared to the previous year. Notably, the school performed at or above the state average on Interim Assessment 1.

The school also strengthened its academic support systems by balancing focus between Tier I instruction and intervention. Interventions were implemented across mathematics, reading, and science for all identified scholars. Leadership completed a curriculum assessment for standards coverage, implemented a new science curriculum through Amplify, and refined common formative assessment processes by removing overlapping diagnostics and streamlining assessment tools.

Despite these gains, key challenges remain. Concerns for 2026–2027 include staffing stability, teacher retention, unfinished learning gaps, overall reading performance, refinement of the

school's instructional model, stronger teacher instructional support, improved Tier III intervention practices, and viable curriculum options to accelerate scholar growth.

The school enters 2026–2027 with a sharper focus on increasing achievement levels in reading, mathematics, and science, while also prioritizing growth outcomes for all scholars and specifically the bottom quartile.

Goal 1: Increase Achievement Levels in Reading, Math, and Science

During the 2026–2027 academic year, Friendship Aspire Academy Little Rock Garland will increase the percentage of students scoring at Level 3 and Level 4 in reading, mathematics, and science by 15 percentage points compared to the 2025–2026 baseline.

Baseline

- Reading Proficiency: 15%
- Math Proficiency: 23%
- Science Proficiency: 14%

Target

- Reading: 30%
- Math: 38%
- Science: 29%

Driver 1: Strengthen Tier I Instruction Across Core Content

Why this driver matters:

Sustainable academic gains require consistently strong daily instruction aligned to grade-level standards and the school's instructional model.

Metric:

Percentage of classrooms meeting instructional expectations in walkthrough observations

Baseline:

Current instructional implementation improvements observed during 2025–2026

Targets:

- October 2026: 75%
- January 2027: 85%
- April 2027: 90%

Evidence Source:

Weekly walkthrough data, lesson plan reviews, PLC artifacts

Leadership Response if Off Track:

Immediate coaching cycles, model lessons, lesson internalization support, and follow-up observations within 10 instructional days

Driver 2: Improve Tier II and Tier III Intervention Effectiveness

Why this driver matters:

Closing unfinished learning gaps requires precise and responsive intervention systems, especially for the school's lowest-performing scholars.

Metric:

Percentage of identified scholars receiving intervention with documented progress monitoring

Baseline:

Intervention implemented schoolwide in 2025–2026

Targets:

- September 2026: 85% fidelity
- January 2027: 92% fidelity
- April 2027: 95% fidelity

Evidence Source:

Intervention rosters, progress-monitoring trackers, leadership review notes

Leadership Response if Off Track:

Leadership will review staffing, intervention groups, and Tier III plans weekly

Outcome Measure

Primary Outcome Metric:

Level 3 and Level 4 performance rates in reading, math, and science

Success Judgment:

Goal met if each content area improves by 15 percentage points

Goal 2: Increase Growth for All Students and Bottom Quartile Scholars

During the 2026–2027 academic year, the school will increase the overall average growth percentile by 25% in reading, math, and science, with a targeted emphasis on bottom quartile scholar growth.

Baseline

- ELA Growth: 42%
- Math Growth: 53%

- Science Growth: 38%
- Bottom Quartile ELA: 35%
- Bottom Quartile Math: 38%
- Bottom Quartile Science: 39%

Targets

- ELA Growth: 67%
- Math Growth: 78%
- Science Growth: 63%
- Bottom Quartile Growth: +25 percentage points in each content area

Driver 1: Data Response Cycles

Metric:

Percentage of teams completing data analysis and instructional response plans within one week of assessment administration

Target:

95% completion fidelity

Driver 2: Bottom Quartile Scholar Monitoring

Metric:

Percentage of bottom quartile scholars with individualized support plans and biweekly progress checks

Target:

100% monitored

Driver 3: Science Growth Focus

Metric:

Percentage of scholars demonstrating mastery growth on science unit assessments

Target:

Increase mastery by 20 percentage points by spring

Outcome Measure

Primary Outcome Metric:

Average growth percentile across all content areas

Success Judgment:

Overall student growth increases by **25%**, with bottom quartile growth showing measurable improvement

Goal 3: Strengthen Conditions for Learning Through Attendance and Staffing Stability

During the 2026–2027 academic year, the school will increase overall student attendance to 97% or higher while strengthening teacher retention and staffing consistency.

Baseline

- Student Attendance Rate: 96%

Target

- Student Attendance Rate: 97%+

Driver 1: Attendance Monitoring and Response**Metric:**

Percentage of scholars below 95% attendance receiving family outreach within one week

Target:

100% response rate

Driver 2: Teacher Retention and Support**Metric:**

Teacher retention rate and novice teacher support cycle completion

Target:

90% retention goal

Driver 3: Leadership Follow-Through**Metric:**

Completion of weekly coaching meetings, PLC facilitation, and teacher support cycles

Target:

100% leadership cadence fidelity

Capacity-Building Priorities for 2026–2027

The school will prioritize the following areas:

- strengthening instructional coaching systems
- refining the instructional model
- improving Tier III intervention practices
- strengthening science instruction implementation
- increasing support for novice teachers
- improving teacher retention and staffing stability
- accelerating bottom quartile scholar growth

Governance and Monitoring Commitment

The board and school leadership team of Friendship Aspire Academy Little Rock Garland will review progress on all goals monthly using driver metrics and outcome measures. Leadership will use monthly reviews to identify implementation gaps, accelerate support where needed, and ensure that the school remains on pace toward its 2026–2027 targets.