

Garfield Scholars' Academy

Annual School Performance Summary and Improvement Priorities 2025-2026 School Improvement Plan

Approved by the GSA School Board on 1-15-2026

School Name:	LEA #	Building Administrator:
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School Site Goals:

GSA will meet individual school goals focused on student achievement, growth, teacher efficacy, student engagement, and parent involvement. **Comprehensive Needs Assessment**

Areas of Strength:

- Adoption and use of high-quality instructional materials
- Increased collaboration in PLC planning
- Parental and community involvement
- Structure of school-wide behavior expectations ☒ Permanent location

Areas of Improvement:

- Teacher efficacy, including highly effective teaching across the school in the instructional model
- Increased student academic achievement and growth
- Schoolwide increase in engagement, including attendance and class participation ☒ Consistency in the implementation of behavior expectations

School Context and Year-in-Review

Garfield Scholars' Academy is entering the 2025-2026 improvement cycle with a focused plan tied to student achievement, student growth, teacher efficacy, student engagement, attendance, and parent involvement. The school's current plan identifies strengths in high-quality instructional materials, PLC collaboration, family and community involvement, school-wide behavior expectations, and the stability created by a permanent location.

The improvement work for 2025-2026 is organized around five priorities: strengthening Tier 1 instruction, increasing achievement on Math, ELA, and Science ATLAS exams, increasing the percentage of students meeting growth goals in ELA and Math, improving attendance awareness and response, and achieving full parent and guardian engagement by May 2026. The format below aligns the current school improvement plan to the Annual School Performance Summary and Improvement Priorities structure by pairing each priority with drivers, measures, evidence sources, review cadence, and leadership response actions.

Retrospective Reflection on 2025-2026

The current plan reflects a need to move from broad activity tracking to more disciplined monitoring of outcomes and implementation evidence. The school has already identified the right broad areas of work: instructional collaboration, data review, classroom walkthroughs, professional development, student support, attendance response, and family communication. The next step is to review these items consistently during the year so leadership and the board can tell whether each action is producing the intended improvement.

Priority Goal 1: Strengthen Highly Effective Tier 1 Instructional Strategies

During the 2025-2026 school year, GSA staff will demonstrate highly effective Tier 1 instructional strategies. This goal is supported by regular instructional team meetings, collaborative team meetings, classroom walkthroughs with reflective coaching, and professional development focused on Tier 1 instruction. **Measurement definition block**

Driver 1: Instructional Team Meetings

- **Why this driver matters:** Teachers need regular time to discuss research-based best practices and review data so that instruction improves across classrooms.
- **Metric:** Completion and documentation of instructional team meetings focused on research-based best practice teaching and data evaluation.
- **Definition:** A meeting counts when the team discusses research-based best practices and reviews or disseminates available data sources.
- **Baseline:** Beginning-of-year implementation baseline to be established from meeting records.
- **Target:** Weekly instructional team meetings with documented data review and next steps.
- **Evidence source:** Team agendas, minutes, data evaluation notes, and dissemination records.
- **Review cadence:** Weekly by instructional leadership.
- **Leadership response if off track:** Leadership reviews missing documentation, clarifies expectations, and supports teams in using data to adjust instruction.

Driver 2: Collaborative Team Meetings

- **Why this driver matters:** PLC and collaborative planning routines help staff connect classroom assessment data to instructional response.
- **Metric:** Completion of collaborative team meetings that include student learning data review and instructional rounds.
- **Definition:** A collaborative team meeting counts when staff review Classroom Assessments, ATLAS results, exit-ticket strategies, or instructional-round evidence.
- **Baseline:** Beginning-of-year implementation baseline to be established from PLC records.
- **Target:** Weekly collaborative team meetings with evidence of data-based instructional decisions.
- **Evidence source:** PLC agendas, Classroom Assessment data, ATLAS results, exit-ticket data, and instructional-round notes.
- **Review cadence:** Weekly by collaborative teams and leadership.
- **Leadership response if off track:** Leadership facilitates team meetings, reviews action steps, and follows up on incomplete or unclear data-response plans.

Driver 3: Classroom Walkthroughs and Reflective Coaching

- **Why this driver matters:** Instruction improves when leaders observe classrooms regularly and provide timely feedback tied to instructional expectations.
- **Metric:** Completion of regular classroom walkthroughs and documented reflective coaching.
- **Definition:** A walkthrough cycle counts when an administrator observes instruction, documents feedback, and identifies a coaching follow-up or next step when needed.
- **Baseline:** Beginning-of-year walkthrough baseline to be established from observation records.
Target: Weekly classroom walkthroughs with documented reflective coaching and TESS-aligned feedback.
- **Evidence source:** Walkthrough documentation, reflective coaching notes, and TESS documented feedback.
- **Review cadence:** Weekly by administrators.
- **Leadership response if off track:** Leadership provides targeted coaching, schedules follow-up observations, and uses patterns from walkthroughs to plan faculty support.



Driver 4: Professional Development on Tier 1 Instruction

- **Why this driver matters:** Professional learning helps staff implement the instructional model consistently.
- **Metric:** Completion of beginning-of-year and ongoing professional development focused on Tier 1 instruction.
- **Definition:** Professional development counts when staff participate in training and follow-up is provided through faculty meetings or coaching.
- **Baseline:** Beginning-of-year professional development plan.
- **Target:** Beginning-of-year PD completed, and ongoing follow-up provided through faculty meetings.
- **Evidence source:** PD agendas, sign-in sheets, faculty meeting notes, and coaching documentation.
- **Review cadence:** Ongoing by school leadership.
- **Leadership response if off track:** Leadership adjusts professional development topics based on walkthrough trends, student data, and staff implementation needs.

Outcome measure

- **Primary outcome metric:** Percentage of staff demonstrating highly effective Tier 1 instructional strategies as documented through walkthroughs, coaching records, and TESS-aligned feedback.
- **Baseline:** To be established from beginning-of-year walkthrough and observation records.
- **Target:** Increased consistency in highly effective Tier 1 instruction across the school by the end of 20252026.
- **Midyear progress check:** Walkthrough trends and PLC evidence show increased use of research based strategies and data-informed instruction.
- **Success judgment:** The goal is considered met if weekly implementation routines are documented and walkthrough/coaching evidence shows consistent improvement in Tier 1 instructional practice.

Priority Goal 2: Increase ATLAS Achievement in Math, ELA, and Science

During the 2025-2026 school year, GSA will increase student achievement on Math, ELA, and Science ATLAS exams by 5% on the Summative ATLAS. This goal depends on consistent data review, leadership observation, timely student support, targeted professional development, and continued partnership with state and regional support organizations. **Measurement definition block**

Driver 1: Collection and Review of Data in PLCs

- **Why this driver matters:** Staff must regularly review assessment data to identify learning gaps and respond before summative testing.
- **Metric:** Completion of PLC data reviews using screeners, interim exams, classroom assessments, Summative ATLAS data, and intervention group information.



Definition: A data review counts when the PLC identifies student needs and records instructional or intervention next steps.

- **Baseline:** Beginning-of-year screener and existing assessment data.
- **Target:** Weekly PLC review of data with documented intervention or instructional response.
- **Evidence source:** Beginning-of-year screeners, interim exams, classroom assessments, Summative ATLAS, and intervention group records.
- **Review cadence:** Weekly by PLCs and instructional leadership.
- **Leadership response if off track:** Leadership reviews PLC evidence and supports teams that are not using data to make timely instructional adjustments.

Driver 2: Observations by Leadership Team

- **Why this driver matters:** Leadership observations provide evidence of instructional implementation and help ensure support is targeted.
- **Metric:** Documented walkthroughs and TESS observation data.
- **Definition:** An observation counts when it includes written documentation and feedback connected to classroom instruction or student learning.
- **Baseline:** Beginning-of-year walkthrough and observation baseline.
- **Target:** Weekly leadership observations with documentation.
- **Evidence source:** Walkthrough documentation and TESS observation data.
- **Review cadence:** Weekly by leadership team.
- **Leadership response if off track:** Leadership schedules coaching, follow-up observations, and professional support when evidence shows weak implementation.

Driver 3: Student Study Team Support for Students Below Grade Level

- **Why this driver matters:** Students who have not achieved grade level need timely identification and structured support.
- **Metric:** Number and percentage of students below grade level added to the student study team agenda and connected to tutoring or intervention.
- **Definition:** A student is considered supported when they are identified, added to the student study team agenda, and assigned a tutoring or intervention response.
- **Baseline:** Baseline to be established from beginning-of-year assessment data.
- **Target:** Ongoing identification and support for students not achieving grade level.
- **Evidence source:** Student study team meeting notes, classroom assessments, and small-group assessment data.
- **Review cadence:** Ongoing by student support team and leadership.
- **Leadership response if off track:** Leadership reviews student lists, monitors follow-up, and ensures tutoring or intervention is assigned and documented.

Driver 4: Targeted Professional Development and Coaching

- **Why this driver matters:** Staff support should be tied to identified instructional needs and evidence of implementation.
- **Metric:** Completion of targeted professional development and coaching with documentation of instructional fidelity.
- **Definition:** A coaching or PD cycle counts when it addresses an identified need, includes teacher participation, and documents implementation evidence or next steps.
- **Baseline:** Beginning-of-year professional development and coaching plan.
- **Target:** Ongoing targeted professional development and coaching throughout the year.
- **Evidence source:** Instructional fidelity evidence, meeting documentation, teacher conference notes, and TESS observation data.
- **Review cadence:** Ongoing by school leadership.



Leadership response if off track: Leadership adjusts coaching assignments and PD topics based on student data and observation evidence.

Driver 5: Partnership with DESE Charter Office, APSRC, and Northwest Cooperative

- **Why this driver matters:** External support helps the school remain current on policies, guidelines, and improved instructional strategies.
- **Metric:** Participation in relevant in-person and virtual professional development and documentation of key relationships.
- **Definition:** A partnership activity counts when staff participate in training, receive guidance, or document follow-up with support personnel.
- **Baseline:** Current partnerships with DESE Charter Office, APSRC, and Northwest Cooperative.
- **Target:** Ongoing engagement with state and regional partners.
- **Evidence source:** Participation records, professional development documentation, and notes from communication with key personnel.
- **Review cadence:** Ongoing by school leadership.
- **Leadership response if off track:** Leadership applies new guidance to school procedures and instructional planning and shares relevant updates with staff.

Outcome measure

- **Primary outcome metric:** Summative ATLAS achievement in Math, ELA, and Science.
- **Baseline:** Most recent ATLAS achievement data.
- **Target:** 5% increase on Summative ATLAS.
- **Midyear progress check:** Interim exams, classroom assessments, and screener data show progress toward increased achievement.
- **Success judgment:** The goal is considered met if Summative ATLAS achievement increases by 5% and implementation evidence shows consistent data review, observation, student support, and professional development.

Priority Goal 3: Increase the Percentage of Students Meeting Growth Goals in ELA and Math

During the 2025-2026 school year, GSA will increase the percentage of students meeting their growth goal in ELA and Math by 10% on the Summative ATLAS. The school will monitor this goal through PLC data review, small-group planning, support for students in the lowest 25th percentile, and targeted professional development.

Measurement definition block

Driver 1: PLC Review of Growth Data

- **Why this driver matters:** Growth improves when staff compare multiple data points and adjust instruction before the end-of-year assessment.
- **Metric:** Completion of PLC reviews comparing screener, interim, classroom assessment, and Summative ATLAS data.
- **Definition:** A growth data review counts when staff compare data points, identify growth trends, and record instructional next steps.
- **Baseline:** Beginning-of-year ATLAS screener and available assessment data.
- **Target:** Weekly or monthly review of growth data in PLCs.



- **Evidence source:** Beginning-of-year ATLAS screener, interim exams, classroom assessments, and Summative ATLAS data.
Review cadence: Weekly/monthly by PLCs and leadership.
- **Leadership response if off track:** Leadership supports PLCs in identifying growth gaps and assigning action steps for instruction or intervention.

Driver 2: Small-Group Needs Determination

- **Why this driver matters:** Small groups must be regularly adjusted based on current student data.
- **Metric:** Completion of small-group needs review and regrouping using current data.
- **Definition:** A small-group review counts when staff use assessment data to determine student needs and adjust groups or supports.
- **Baseline:** Beginning-of-year screeners and classroom assessment data.
- **Target:** Monthly reevaluation of small-group needs.
- **Evidence source:** Classroom assessments, screeners, testlets, and dyslexia screeners.
- **Review cadence:** Monthly by teachers and student support staff.
- **Leadership response if off track:** Leadership reviews group rosters and ensures changes are made when data show students need different support.

Driver 3: High-Intensity Support for Students in the Lowest 25th Percentile

- **Why this driver matters:** Students in the lowest 25th percentile who are not growing need urgent and structured support.
- **Metric:** Number and percentage of identified students added to the student study team agenda for high-intensity tutoring.
- **Definition:** A student is considered supported when they are identified as not growing, added to the student study team agenda, and assigned a high-intensity tutoring response.
- **Baseline:** Baseline to be established from beginning-of-year assessment and growth data.
- **Target:** Monthly review and support assignment for identified students.
- **Evidence source:** Student study team meeting notes, classroom assessments, and small-group assessment data.
- **Review cadence:** Monthly by student study team and leadership.
- **Leadership response if off track:** Leadership verifies student ownership, tutoring assignment, and follow-up review for each identified student.

Driver 4: Targeted Professional Development

- **Why this driver matters:** Teacher support should respond to student growth data and observed instructional needs.
- **Metric:** Completion of beginning-of-year and follow-up professional development.
- **Definition:** Professional development counts when it is scheduled, attended, and connected to identified instructional or student growth needs.
- **Baseline:** Beginning-of-year professional development plan.
- **Target:** Beginning-of-year training and follow-up training during faculty meetings.
- **Evidence source:** Professional development agendas, sign-in sheets, and faculty meeting notes.
- **Review cadence:** Yearly/monthly by leadership.
- **Leadership response if off track:** Leadership adjusts faculty meeting topics and coaching based on growth data and classroom implementation evidence.

Outcome measure

- **Primary outcome metric:** Percentage of students meeting growth goals in ELA and Math on Summative ATLAS.
- **Baseline:** Most recent ELA and Math growth data.
- **Target:** 10% increase in the percentage of students meeting growth goals.



Midyear progress check: Screeners, interim exams, classroom assessments, and small-group data show increased progress for students.

- **Success judgment:** The goal is considered met if the percentage of students meeting growth goals increases by 10% and the school can document regular data review, regrouping, and support for students not demonstrating growth.

Priority Goal 4: Strengthen Attendance Awareness and Response

During the 2025-2026 school year, attendance data will be collected and staff and families will be informed how attendance affects student outcomes. This goal is supported by policy review, student and parent education, a Student Intervention Team for Attendance, and direct parent communication when excessive absences occur.

Measurement definition block

Driver 1: Review Attendance Policies and Educate Students and Parents

- **Why this driver matters:** Families and students need clear expectations and repeated communication about why attendance matters.
- **Metric:** Completion of attendance policy review and communication through social media and signage.
- **Definition:** This action counts when policies are reviewed, guidelines for absences are established, and communication is shared with students and parents.
- **Baseline:** Current attendance policies and existing communication practices.
- **Target:** Policy review and communication in August 2025 and January 2026.
- **Evidence source:** Policy review notes, established absence guidelines, social media posts, signage, and family communication records.
- **Review cadence:** August 2025 and January 2026 by leadership.
- **Leadership response if off track:** Leadership updates communication, clarifies guidelines, and follows up with families when attendance expectations are not understood.

Driver 2: Student Intervention Team for Attendance

- **Why this driver matters:** Students with excessive absences need early identification and a coordinated intervention response.
- **Metric:** Creation and operation of a Student Intervention Team for Attendance.
- **Definition:** The team is functioning when it defines excessive absences, examines causes, and develops intervention plans for students with excessive absences.
- **Baseline:** Current attendance support routines.
- **Target:** Monthly attendance intervention meetings from August through May.
- **Evidence source:** PLC notes defining excessive absences, attendance records, cause analysis, and behavior intervention plans for excessive absences.
- **Review cadence:** Monthly August-May by attendance team and leadership.
- **Leadership response if off track:** Leadership reviews delayed cases, assigns ownership, and ensures intervention plans are created and followed.

Driver 3: Parent Communication About Attendance

- **Why this driver matters:** Attendance improves when families receive direct communication and support before concerns become severe.
- **Metric:** Documented communication with parents about attendance policies, expectations, and excessive absences.



Definition: Communication counts when parents are contacted or met with regarding attendance policies, expectations, or excessive absences.

- **Baseline:** Current family communication records.
- **Target:** Ongoing communication with parents as attendance concerns arise.
- **Evidence source:** Parent meeting notes, contact logs, attendance letters, and follow-up documentation.
- **Review cadence:** Ongoing by leadership and attendance team.
- **Leadership response if off track:** Leadership ensures parent contact occurs promptly and documents follow-up support for students with excessive absences.

Outcome measure

- **Primary outcome metric:** Attendance data collection and documented family/staff communication about the impact of attendance on student outcomes.
- **Baseline:** Current attendance data and policy communication practices.
- **Target:** Attendance policies reviewed, intervention team functioning, and families informed throughout the 2025-2026 school year.
- **Midyear progress check:** January review shows documented communication and intervention plans for students with excessive absences.
- **Success judgment:** The goal is considered met if attendance data are regularly collected, excessive absence concerns are reviewed, and family communication is documented.

Priority Goal 5: Achieve Parent and Guardian Engagement

By May 2026, GSA will achieve 100% engagement with parents and guardians. This goal is supported by a communication committee and consistent sharing of current information, school events, community resources, and district resources.

Measurement definition block

Driver 1: Communication Committee

- **Why this driver matters:** A designated committee helps ensure families receive accurate and timely information.
- **Metric:** Formation and operation of a Communication Committee.
- **Definition:** The committee is established when members and roles are listed, meetings occur, and formation is communicated to staff or families.
- **Baseline:** Current parent communication routines.
- **Target:** Committee formed and operating on an ongoing basis.
- **Evidence source:** List of team members with roles, meeting agendas, sign-in sheets, and emails or memos announcing formation of the team.
- **Review cadence:** Ongoing by school leadership and communication committee.
- **Leadership response if off track:** Leadership reviews committee activity, clarifies roles, and ensures communications are timely and consistent.

Driver 2: Calendar-Based Parent Updates

- **Why this driver matters:** Families are more likely to stay engaged when updates are predictable and information is easy to access.
- **Metric:** Compilation and sharing of calendar-based information and resources with parents.
- **Definition:** This action counts when school information is compiled and shared through newsletters, GroupMe, or other parent communication channels.
- **Baseline:** Current newsletters and parent communication channels.



Target: Ongoing parent updates throughout the year.

- **Evidence source:** Previous newsletters, Private GroupMe communications, and master list of community and district resources.
- **Review cadence:** Ongoing by communication committee.
- **Leadership response if off track:** Leadership reviews parent communication gaps, updates the resource list, and adjusts communication methods when families are not receiving information.

Outcome measure

- **Primary outcome metric:** Parent and guardian engagement.
- **Baseline:** Current parent communication and engagement records.
- **Target:** 100% engagement with parents and guardians by May 2026.
- **Midyear progress check:** Communication committee is active and parent updates are being shared consistently.
- **Success judgment:** The goal is considered met if the school documents active communication systems and reaches 100% parent and guardian engagement by May 2026.

Capacity-Building and Support Priorities

To support these goals, GSA will prioritize instructional coaching, regular PLC data review, leadership walkthroughs, targeted professional development, student study team processes, attendance intervention routines, and parent communication systems. Support should be concentrated where evidence shows the greatest need, including Tier 1 instructional consistency, student achievement and growth, attendance response, and family engagement.

Governance and Monitoring Commitment

The GSA School Board and school leadership will monitor progress during the 2025-2026 school year using the goals, drivers, evidence sources, and review cadences identified in this plan. Leadership should provide regular updates that include implementation evidence and available student outcome data. If the school is off track, leadership will identify the cause, assign action steps, adjust supports, and report progress during the next review cycle.