

**Part 1:** *This section highlights the analysis of the 2024–2025 data and how it was intentionally used to implement systems aimed at improving the school’s letter grade for the 2025-2026 school year..*

## **Annual School Performance Summary and Improvement Priorities 2025–2026 Reflection and 2026–2027 Plan**

### **School Context and Year-in-Review**

During the 2025–2026 to 2026–2027 school years, Friendship Aspire Academy – Hazel Street focused on improving academic performance through stronger Tier 1 instruction aligned to High-Quality Instructional Materials (HQIM), tighter intervention routines through “The Big Deal” framework, and more consistent conditions for teaching and learning. The school entered the 2025–2026 school year with several central concerns: overall proficiency across ELA, Math, and Science remained below desired targets, math performance was inconsistent across grade levels, and a significant percentage of students, particularly in ELA, remained in Level 1 (approximately 40%). Leadership narrowed the improvement effort to a smaller number of schoolwide priorities and increased the use of coaching, walkthroughs, PLCs, intervention reviews, and leadership data meetings to create a more disciplined and aligned approach to improvement.

By spring 2026, the school saw evidence of progress from the prior year, but results remained uneven across content areas and grade levels. In ELA, performance remained relatively stable, with 2024–2025 Summative results of 32%, 28%, and 28% compared to 2025–2026 Interim 2 results of 31%, 33%, and 29%, reflecting incremental growth, particularly in grades 4 and 5. These trends suggest that improvements in lesson internalization, text-based instruction, and targeted reading intervention (Lexia and i-Ready) are beginning to positively impact student

outcomes. However, the percentage of students performing at Level 1 remains high, limiting overall proficiency gains. In math, 2024–2025 Summative results of 40%, 50%, and 25% compared to 2025–2026 Interim 2 results of 23%, 30%, and 30% reflect inconsistent performance, particularly in grades 3 and 4, where gaps in foundational skills and variability in reteach cycles remain evident. While 5th grade demonstrated growth (25% to 30%), overall math performance has not yet reached the level of consistency needed to produce strong schoolwide outcomes. In science, the school saw its strongest gains, with 2024–2025 Summative results of 38%, 30%, and 19% improving to 2025–2026 Interim 2 results of 34%, 35%, and 34%. This growth, particularly in 5th grade (19% to 34%), reflects stronger alignment to standards, increased student discourse, and more consistent implementation of HQIM (Amplify).

These gains represent meaningful progress from 2024–2025 to 2025–2026, but they are not yet large enough or consistent enough to determine a clear margin of growth. However, it is clear that we will show growth during the 2025-2026 Atlas summative. While systems such as PLCs, intervention blocks, and HQIM implementation are now in place, execution there is still a need to focus on consistency. For example, stability in ELA performance indicates that instructional practices are improving, but the continued high percentage of Level 1 students shows that acceleration for the lowest-performing students has not yet occurred at the necessary scale. Similarly, improvements in science demonstrate what is possible with strong alignment and execution, but those practices have not yet been replicated consistently in math. In math, variability across grade levels highlights the need for stronger, more immediate reteach cycles and tighter alignment between instruction and assessed standards.

The school's strongest lesson from this period was that progress became more visible when expectations, systems, and monitoring routines were clearly defined and consistently reinforced. The primary challenge was not a lack of effort, but inconsistency in execution and gains that were not yet large enough to significantly shift overall outcomes. While there is clear evidence that the school is moving in the right direction, the pace of improvement must increase to meet accountability goals.

As a result, Friendship Hazel enters the 2026–2027 school year with a more focused and disciplined plan centered on outcome targets, clear driver metrics, and defined response actions when progress is off pace. The school will prioritize reducing Level 1 performance, particularly among the Bottom 30%, increasing Levels 3 and 4 proficiency, and strengthening math instruction and intervention. This will be accomplished through tighter implementation of daily data-driven small group instruction, immediate reteach and regroup cycles, consistent use of aligned exit tickets, and ongoing coaching and walkthrough feedback. With stronger consistency, urgency, and precision, the school is positioned to accelerate student outcomes and move toward its goal of becoming a B-rated school.

### **Goal 1: Increase ELA, Math, and Science Achievement Using a Strong Data System**

By the end of the 2025–2026 school year, Friendship Aspire Academy – Hazel Street will increase the percentage of students performing at Levels 3 and 4 on the ATLAS assessment Arkansas state test across Math, Science, and ELA from a combined average of 16% to at least 30%, while reducing the percentage of students performing at Level 1 from a combined average of 44% to 28%, as measured by ATLAS, interim assessments, and bi-weekly CFAs. The school's theory is If we build and consistently implement cohesive systems for data collection, data analysis, and targeted intervention, then our teachers and leaders will be equipped to make timely, informed instructional decisions that directly respond to student needs.

#### **Measurement definition block**

#### **Driver 1: Stronger Data Systems-Daily Exit Tickets**

- **Why this driver matters:** Students cannot improve at scale unless daily classroom instruction is consistently aligned to grade-level expectations and requires them to read, write, and think at the appropriate level. Strong data systems ensure that teachers have timely, accurate, and actionable information to monitor student progress, adjust instruction, and respond immediately when students are not meeting expectations. Without clear and consistent use of data, instruction becomes misaligned, and opportunities for acceleration—especially for Level 1 and Bottom 30% students—are missed.

- **Metric:** A classroom meets expectations when it demonstrates at least four of five indicators during an observation: instruction is aligned to a grade-level standard and the exit ticket is directly aligned to that standard; students complete a grade-level exit ticket that requires reading, writing, or problem-solving; the teacher checks for understanding using the exit ticket or aligned questioning during the lesson; students provide written responses on the exit ticket that reflect their understanding of the standard; and the teacher reviews exit ticket data and adjusts instruction through reteach, regrouping, or extension based on student performance.
- **Baseline:** 30% in Fall 2025; 60% by Spring 2026
- **Target:** 70% by October 2026, 80% by January 2027, 90% by April 2027
- **Evidence Source:** Weekly ELA walkthroughs will be conducted by the principal, assistant principal, and instructional coach. Artifacts will be collected and reviewed to assess grade-level appropriateness, alignment to standards, and evidence of ongoing progress monitoring and instructional improvement.
- **Review Cadence:** Bi-Weekly leadership review, Weekly PLC feedback, and monthly board update.
- **Leadership response if off track:** Teachers who do not meet established expectations will participate in a targeted coaching cycle that includes co-teaching, modeling, lesson internalization, and frequent observation with actionable feedback to improve instructional practice.

Through these aligned systems, teachers and leaders will consistently use data to inform instruction, adjust practices, and monitor student progress, resulting in increased student engagement, improved mastery of grade-level standards, and measurable academic growth across all content areas.

## **Driver 2: Structured data meetings (PLCs)**

- **Why this driver matters:** Students cannot improve at scale unless teachers consistently use data to inform instruction. Structured data meetings (PLCs) ensure that teachers regularly analyze student work, identify specific skill gaps, and make immediate instructional adjustments. Without disciplined, action-oriented PLCs, data remains

unused, and instruction becomes misaligned to student needs—especially for Level 1 and Bottom 30% students. Effective PLCs create accountability, consistency, and urgency, ensuring that all students receive targeted support to accelerate learning.

- **Metric:** A PLC meets expectations when it demonstrates **at least four of five indicators** during a review: the team analyzes student data aligned to a grade-level standard; the team reviews exit tickets or student work that reflect grade-level reading, writing, or problem-solving; the team identifies specific student misconceptions based on the data; the team develops a clear plan for reteach, regrouping, or extension aligned to the standard; and the team documents next steps, including instructional adjustments and timelines, to monitor student progress.
- **Baseline:** 35% in Fall 2025; 65% by Spring 2026
- **Target:** 70% by October 2026, 80% by January 2027, 90% by April 2027
- **Review Cadence:** Structured data meetings will be monitored through weekly PLCs focused on analyzing student work and exit ticket data aligned to grade-level standards, identifying specific skill gaps, and developing clear plans for reteach and regrouping. Bi-weekly leadership team reviews will assess the effectiveness of PLC actions, including instructional adjustments and student progress, while monthly board updates will highlight trends in student performance, growth, and the overall impact of data-driven instruction.
- **Leadership response if off track:** Teachers who do not meet established PLC expectations will participate in a targeted coaching cycle that includes modeling of effective data analysis practices, support with lesson internalization aligned to identified skill gaps, and guided planning for reteach and regroup strategies. Leadership will conduct frequent PLC observations and provide actionable feedback to ensure that data discussions result in clear instructional adjustments. Follow-up reviews will occur within a defined timeframe to monitor implementation and ensure that PLC decisions are reflected in classroom instruction and student outcomes.

### **Driver 3: Multi-Tiered and Progress Monitoring System**

- **Why this driver matters:** Students cannot improve at scale unless instruction and

intervention are matched to their specific needs and adjusted based on evidence of learning. A strong MTSS tier system ensures that all students receive the right level of support—Tier 1 for grade-level instruction, Tier 2 for targeted intervention, and Tier 3 for intensive support—while progress monitoring provides ongoing data to determine whether those supports are working. Without a structured MTSS system and consistent progress monitoring, students—especially those in Level 1 and the Bottom 30%—are at risk of receiving inconsistent or ineffective interventions, leading to stalled growth. Effective implementation ensures timely identification of gaps, targeted support, and continuous adjustment to accelerate student achievement.

- **Metrics:** An MTSS system meets expectations when it demonstrates **at least four of five indicators** during a review: students are assigned to the appropriate tier (Tier 1, Tier 2, or Tier 3) based on current data; students receive the full, scheduled intervention minutes aligned to their identified skill gaps; progress monitoring data is collected consistently (weekly or biweekly) and reflects targeted skills; student data is reviewed regularly to determine effectiveness of the intervention; and intervention plans are adjusted through reteach, regrouping, or increased intensity when students do not demonstrate adequate progress.
- **Baseline:** 35% in Fall 2025; 65% by Spring 2026
- **Target:** 70% by October 2026, 80% by January 2027, 90% by April 2027
- **Review Cadence:** MTSS progress will be monitored through bi-weekly leadership team reviews of tier placement, intervention fidelity, and student progress; weekly PLC feedback focused on progress monitoring and instructional adjustments; and monthly board updates highlighting student growth, tier movement, and overall effectiveness of intervention systems.
- **Leadership response if off track:** Teachers who do not meet established MTSS expectations will participate in a targeted coaching cycle that includes co-teaching, modeling of intervention strategies, support with lesson internalization for intervention blocks, and frequent observation with actionable feedback. Leadership will also review progress monitoring data, adjust student groupings and intervention plans as needed, and conduct follow-up checks within a defined timeframe to ensure improved implementation and impact on student outcomes

**Goal 2: Provide a more structured approach to tier one instruction using consistent implementation of HQIM with fidelity**

By the end of the 2025–2026 school year, Friendship Aspire Academy – Hazel Street will increase the percentage of students performing at Levels 3 and 4 on the ATLAS assessment Arkansas state test across Math, Science, and Reading from a combined average of 16% to at least 30%, while reducing the percentage of students performing at Level 1 from 44% to 28%, as measured by ATLAS, interim assessments, and bi-weekly CFAs.

This goal will be achieved through providing tier one instruction using consistent implementation of HQIM with fidelity, strengthened lesson internalization practices, and data-driven small group instruction aligned to student needs. If we strengthen core instructional practices by ensuring the consistent and intentional use of High-Quality Instructional Materials (HQIM), then all students will have access to rigorous, grade-level content aligned to standards; when teachers implement HQIM with fidelity and purpose, instruction becomes more coherent and impactful across classrooms. If we build teacher capacity in lesson internalization, then teachers will enter each lesson with a deep understanding of the standard, lesson design, and intended outcomes, resulting in clearer instruction, stronger questioning, and more intentional student engagement. If we also strengthen small group instruction so that it is consistently data-driven and aligned to student needs, then students will receive targeted support on specific skill gaps while being pushed toward grade-level mastery. As a result, instruction will become more intentional, rigorous, and responsive, leading to increased student engagement, improved mastery of standards, and measurable academic growth, as evidenced by improved performance on formative assessments, interims, and the ATLAS assessment Arkansas state test, ultimately moving the school toward a higher level of accountability and success.

**Driver 1: Lesson Internalization**

- **Why this driver matters:** Students cannot improve at scale unless teachers deeply understand grade-level standards, lesson objectives, and the instructional moves required to ensure students read, write, and think at the appropriate level. Strong lesson internalization ensures that instruction is purposeful, aligned, and responsive to student

needs. Without consistent internalization, instruction becomes misaligned, tasks lack rigor, and opportunities to address misconceptions are missed—especially for Level 1 and Bottom 30% students. Effective lesson internalization ensures that teachers anticipate student responses, plan for checks for understanding, and adjust instruction in real time to accelerate student achievement.

- **Metrics:** Lesson internalization meets expectations when it demonstrates **at least four of five indicators** during a review: the lesson is clearly aligned to a grade-level standard and objective; the teacher has identified key concepts and anticipated student misconceptions; instructional tasks require students to engage in grade-level reading, writing, or problem-solving; checks for understanding are intentionally planned and aligned to the standard; and the teacher plans specific adjustments (reteach, regrouping, or extension) based on expected student responses.
- **Baseline:** 35% in Fall 2025; 65% by Spring 2026
- **Target:** 70% by October 2026, 80% by January 2027, 90% by April 2027
- **Review Cadence:** Lesson internalization will be monitored through weekly PLCs focused on unpacking standards, analyzing lesson alignment, and planning for student misconceptions and instructional responses. Bi-weekly leadership team reviews will assess the quality of internalization through lesson plans, student work, and classroom observations, while monthly board updates will highlight trends in instructional alignment, rigor, and impact on student outcomes.
- **Leadership response if off track:** Teachers who do not meet established lesson internalization expectations will participate in a targeted coaching cycle that includes modeling of strong internalization practices, co-planning and lesson unpacking, and frequent observation with actionable feedback. Leadership will support teachers in strengthening alignment to grade-level standards, anticipating student misconceptions, and planning effective instructional responses. Follow-up reviews will occur within a defined timeframe to ensure improved planning, stronger execution, and measurable impact on student learning.

## **Driver 2: Data Driven Small Group Instructions**

- **Why this driver matters:** Students cannot improve at scale unless instruction is targeted

to their specific needs and adjusted based on evidence of learning. Data-driven small group instruction ensures that students receive focused support aligned to identified skill gaps, particularly for Level 1 and Bottom 30% students. Without consistent use of data to form and adjust small groups, instruction becomes generalized, and gaps persist. Effective small group instruction ensures that teachers respond to student data in real time, provide targeted practice, and accelerate student learning through intentional grouping and instructional adjustments.

- **Metrics:** Data-driven small group instruction meets expectations when it demonstrates **at least four of five indicators** during a review: small groups are formed based on current student data aligned to a specific standard or skill; instructional tasks within the group require grade-level reading, writing, or problem-solving; the teacher provides targeted instruction aligned to identified misconceptions; student progress is monitored through aligned tasks or exit tickets; and groups are adjusted regularly (regrouping, reteach, or extension) based on student performance data.
- **Baseline:** 35% in Fall 2025; 65% by Spring 2026
- **Target:** 70% by October 2026, 80% by January 2027, 90% by April 2027
- **Review Cadence:** Data-driven small group instruction will be monitored through weekly PLCs focused on analyzing student data and planning targeted small group instruction, bi-weekly leadership team reviews of grouping decisions and student progress, and frequent classroom observations to ensure alignment between data, instruction, and student outcomes. Monthly board updates will highlight trends in small group effectiveness and overall student growth.
- **Leadership response if off track:** Teachers who do not meet established expectations for data-driven small group instruction will participate in a targeted coaching cycle that includes modeling of effective small group practices, co-teaching, and support with grouping and lesson alignment based on student data. Leadership will conduct frequent observations and provide actionable feedback to ensure instruction is targeted and responsive. Student groupings and instructional plans will be adjusted as needed, with follow-up reviews conducted within a defined timeframe to ensure improved implementation and impact on student outcomes.

**Goal 3: Uninterrupted Instructional blocks & Intervention Block**

By the end of the 2025–2026 school year, Friendship Aspire Academy – Hazel Street will increase the percentage of students performing at Levels 3 and 4 on the ATLAS assessment Arkansas state test across Math, Science, and Reading from a combined average of 16% to at least 30%, while reducing the percentage of students performing at Level 1 from 44% to 28%, as measured by ATLAS, interim assessments, and bi-weekly CFAs, through the intentional protection and consistent implementation of instructional time, intervention time, and Professional Learning Communities (PLCs), ensuring that 100% of classrooms maximize uninterrupted instructional blocks, all students receive daily targeted intervention aligned to identified needs, and teachers engage in weekly PLCs focused on data analysis, lesson internalization, and instructional planning to drive measurable student growth and improved academic outcomes. If we clearly define and consistently protect our non-negotiable priorities—**instructional time, intervention time, and Professional Learning Communities (PLCs)**—then we will establish the conditions necessary for sustained school improvement and increased student achievement, because improvement does not happen by accident but through intentional leadership that protects what matters most; by minimizing disruptions and maximizing instructional time, students will consistently engage in rigorous, grade-level learning while teachers deliver instruction with fidelity and maintain pacing, and by ensuring intervention time is protected, scheduled, and treated as essential, students who are not yet meeting expectations will receive targeted, consistent support aligned to their specific needs, accelerating learning and closing gaps; additionally, by protecting PLCs as a critical structure, teachers will have dedicated time to collaboratively analyze data, plan aligned instruction, and refine their practices, strengthening instructional consistency and building collective capacity; as a result, the school will function within a focused and disciplined instructional environment where time is used effectively, instruction is intentional, and support for students is systematic, leading to increased student engagement, stronger mastery of standards, and measurable academic growth as evidenced by improved performance on formative assessments, interims, and the ATLAS assessment Arkansas state test, ultimately moving the school toward a higher level of accountability and success.

**Driver 1: Uninterrupted Intervention Block**

- **Why this driver matters:** Uninterrupted instructional blocks and intervention time are critical because students cannot improve at scale if instruction is inconsistent, rushed, or disrupted. Protecting these blocks ensures that teachers have the time to deliver strong Tier 1 instruction and implement targeted, data-driven small group instruction that meets the needs of every scholar. Within these protected blocks, data-driven small group instruction is essential. It ensures that students—especially our Level 1 and Bottom 30%—receive focused, intentional support aligned to their specific skill gaps. Without uninterrupted time and consistent use of data, instruction becomes generalized, gaps remain, and we lose the opportunity to accelerate learning. When instructional and intervention blocks are protected and used with purpose, teachers are able to respond to student needs in real time, provide targeted practice, and adjust instruction based on evidence of learning. This is how we move from just teaching content to truly closing gaps and driving student achievement.
- **Metrics:** Uninterrupted instructional blocks and intervention meet expectations when data-driven small group instruction is consistently observed within these protected times. Success is demonstrated when at least four of the following five indicators are present during a review: Small groups are formed based on current student data aligned to a specific standard or skill; Instructional tasks require grade-level reading, writing, or problem-solving; The teacher provides targeted instruction aligned to identified misconceptions; Student progress is monitored through aligned tasks or exit tickets; Groups are adjusted regularly (regrouping, reteach, or extension) based on student performance data.
- **Baseline:** 35% in Fall 2025; 65% by Spring 2026
- **Target:** 70% by October 2026, 80% by January 2027, 90% by April 2027
- **Review Cadence:** Uninterrupted instructional blocks and intervention effectiveness will be monitored through: Weekly PLCs focused on analyzing student data and planning targeted small group instruction; Bi-weekly leadership team reviews of grouping decisions and student progress; Frequent classroom observations to ensure alignment between data, instruction, and student outcomes; Monthly board updates highlighting

trends in small group effectiveness and overall student growth.

- **Leadership response if off track:** If expectations are not met, teachers will engage in a targeted coaching cycle that includes modeling of effective small group instruction, co-teaching, and support with grouping and lesson alignment based on current student data. Leadership will conduct frequent observations and provide clear, actionable feedback to ensure instruction is intentional and responsive. Student groupings and instructional plans will be adjusted as needed, with follow-up reviews conducted within a defined timeframe to ensure improved implementation and measurable impact on student outcomes.

## **Driver 2: Uninterrupted Instructional Time**

- **Why this driver matters:** Uninterrupted instructional blocks and intervention time are essential because student achievement cannot improve at scale if learning time is lost. Every interruption—no matter how small—takes away from students' opportunity to engage in rigorous, grade-level instruction. Protecting this time ensures that teachers can fully deliver Tier 1 instruction with depth, maintain lesson pacing, and reach the intended outcome, including the daily exit ticket.

When instructional blocks are interrupted, instruction becomes fragmented, pacing is lost, and opportunities for student discourse, practice, and mastery are reduced. The same urgency applies to intervention time. This is the space where we close gaps for our Level 1 scholars and Bottom 30%, and it must be protected with intention and fidelity.

Uninterrupted blocks create the conditions for strong instruction, consistent routines, and meaningful engagement. Within these protected times, teachers are able to implement targeted small group instruction, monitor student understanding in real time, and adjust instruction based on evidence of learning. Protecting instructional and intervention time is how we ensure consistency, maximize learning, and accelerate student outcomes.

- **Metrics:** Uninterrupted instructional blocks and intervention meet expectations when instructional time is protected and used with purpose. Success is demonstrated when at least four of the following five indicators are present during a review: Instruction occurs

from bell to bell with no unnecessary disruptions; Teachers maintain pacing aligned to the lesson, including reaching the intended outcome or exit ticket; Classroom routines and transitions are efficient and maximize learning time; Students are actively engaged in grade-level tasks throughout the instructional block; Intervention time is protected and used for targeted, data-driven instruction aligned to student need.

- **Baseline:** 35% in Fall 2025; 65% by Spring 2026
- **Target:** 70% by October 2026, 80% by January 2027, 90% by April 2027
- **Review Cadence:** Uninterrupted instructional blocks and intervention effectiveness will be monitored through: Weekly PLCs focused on lesson internalization, pacing, and protecting instructional time; Bi-weekly leadership team reviews of instructional schedules, disruptions, and intervention implementation; Frequent classroom observations to ensure bell-to-bell instruction and student engagement; Monthly board updates highlighting trends in instructional time protection and student outcomes.
- **Leadership response if off track:** If expectations are not met, teachers will engage in a targeted coaching cycle focused on strengthening lesson pacing, classroom management, and protecting instructional time. Support will include modeling, co-teaching, and real-time feedback during instruction. Leadership will conduct frequent observations to monitor progress and provide actionable feedback. Adjustments will be made to schedules, routines, or systems that are causing disruptions to instructional time. Follow-up reviews will occur within a defined timeframe to ensure improvement and sustained protection of instructional and intervention blocks.

**Part II.** This section highlights the analysis of partial data from the 2025–2026 school year and evaluates the effectiveness of the systems that were put in place to improve the school’s letter grade. It reflects on what is working, where gaps still exist, and how those insights are shaping next steps.

It also outlines the focus needed to build a more sustainable system moving forward, including the school’s critical needs for 2026–2027. This ensures that the work is not just about short-term improvement, but about creating consistent, long-term impact on student achievement and overall school performance.

**Annual School Performance Summary and Improvement Priorities Friendship Aspire Academy-Hazel Campus**

[2025–2026 Reflection and 2026–2027 Plan]

**School Context and Year-in Review**

Hazel Elem <a href="https://myschoolinfo.arkansas.gov/school/3544701/">https://myschoolinfo.arkansas.gov/school/3544701/</a>	3	4	5
<b>MATH</b>			
<b>2024-25 Summative</b>	<b>40%</b>	<b>50%</b>	<b>25%</b>
<b>Interim Assessment 1</b>	<b>1%</b>	<b>20%</b>	<b>17%</b>
<b>State Interim Assessment 1</b>	<b>7%</b>	<b>16%</b>	<b>20%</b>
<b>Interim Assessment 2</b>	<b>10%</b>	<b>35%</b>	<b>31%</b>
<b>State Interim Assessment 2</b>	<b>23%</b>	<b>30%</b>	<b>30%</b>
<b>ELA</b>			
<b>2024-25 Summative</b>	<b>32%</b>	<b>28%</b>	<b>28%</b>
<b>Interim Assessment 1</b>	<b>8%</b>	<b>21%</b>	<b>26%</b>
<b>State Interim Assessment 1</b>	<b>17%</b>	<b>25%</b>	<b>28%</b>
<b>Interim Assessment 2</b>	<b>15% *Level 1- 40</b>	<b>30%</b>	<b>19%</b>
<b>State Interim Assessment 2</b>	<b>31%</b>	<b>33%</b>	<b>29%</b>
<b>SCIENCE</b>			
<b>2024-25 Summative</b>	<b>38%</b>	<b>30%</b>	<b>19%</b>
<b>Interim Assessment 1</b>	<b>8%</b>	<b>28%</b>	<b>15%</b>
<b>State Interim Assessment 1</b>	<b>18%</b>	<b>28%</b>	<b>24%</b>
<b>Interim Assessment 2</b>	<b>19%</b>	<b>31%</b>	<b>27%</b>
<b>State Interim Assessment 2</b>	<b>34%</b>	<b>35%</b>	<b>34%</b>
<b>Dates: CFA 1- 9.12.25 CFA 2-9.26.25 CFA 3- 10.17.25 CFA 4- 11.3.25</b> <b>Interim Assessment 1- 11/17-21, 2025</b> <b>Interim Assessment 2- 3/9-3/13, 2026</b>			

When comparing the 2025 ATLAS Summative data to the 2026 Interim 2 results, it is important to note that this is a comparison between a summative assessment and an interim assessment, meaning the interim is designed for progress monitoring and not a final measure of proficiency. In math, students performing at or above grade level decreased from 61% (19% + 42%) in 2025 to 41% (3% + 38%) in 2026 Interim, while students below grade level increased from 39% (27% + 12%) to 59% (42% + 17%). In ELA, students at or above grade level decreased from 70%

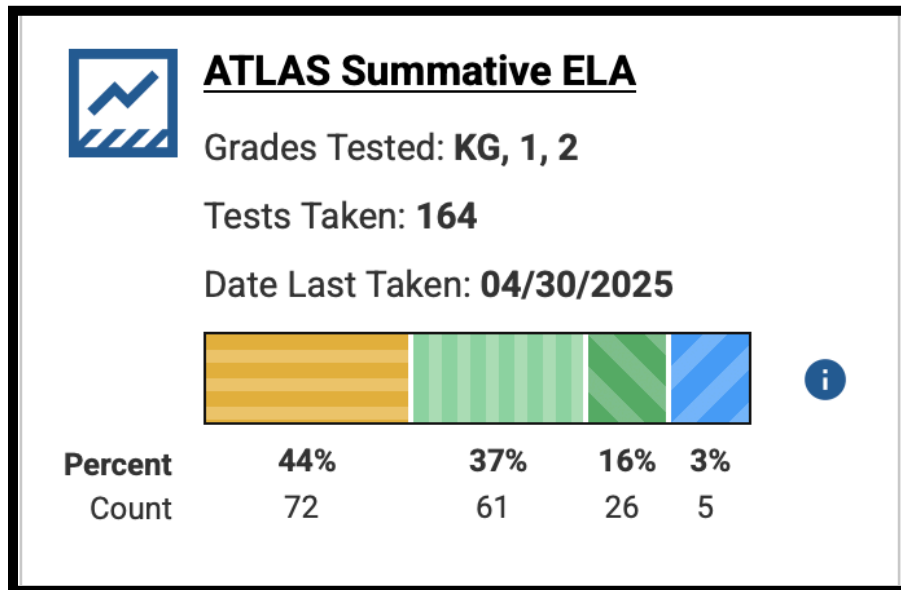
(30% + 40%) in 2025 to 44% (4% + 40%) in 2026 Interim, while students below grade level increased from 30% (21% + 9%) to 56% (41% + 15%). While this reflects a decline when compared directly, the interim data should be viewed as a mid-cycle checkpoint that provides insight into current student performance and instructional gaps. This data highlights the need to strengthen Tier 1 instruction, intensify intervention, and ensure alignment to grade-level standards so that students are better positioned for success on the end-of-year summative assessment.

### **Speaking to Growth for All, Proficiency, and Bottom Quartile Data**

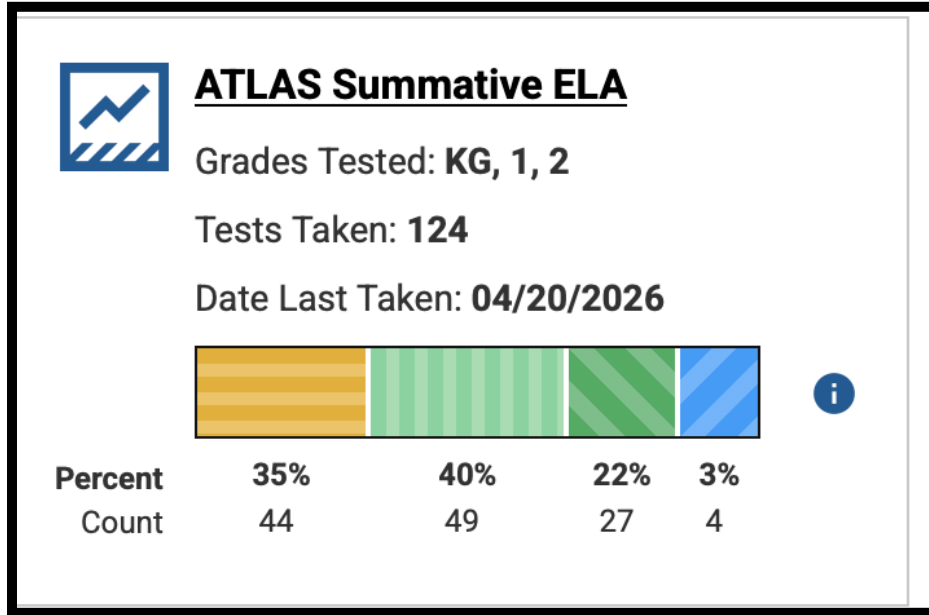
The data shows a mixed picture across proficiency, growth for all, and the Bottom 30%. In terms of proficiency, about 41% of students in math and 44% in ELA are at or above grade level, which reflects a decline from the 2025 summative (61% math and 70% ELA) but also highlights that nearly 40% of students (38% math, 40% ELA) are “early on grade level,” meaning they are close and can be pushed to proficiency. This suggests some positive movement and opportunity for growth. When looking at growth for all, students are moving into higher bands, but not at the level of acceleration needed, as a significant portion remains just below proficiency rather than crossing the threshold. The greatest concern is with the Bottom 30%, where 59% of students in math and 56% in ELA are still below grade level, indicating that our lowest-performing students are not catching up quickly enough. Overall, while the data shows promise with a large group of students near grade level, it also makes clear that we must strengthen Tier 1 instruction, intensify intervention, and tighten small group instruction to accelerate growth and move more students into proficiency.

Foundational Data Comparison (K-2)

2025 Reading Summative Chart



2026 Reading Summative Chart



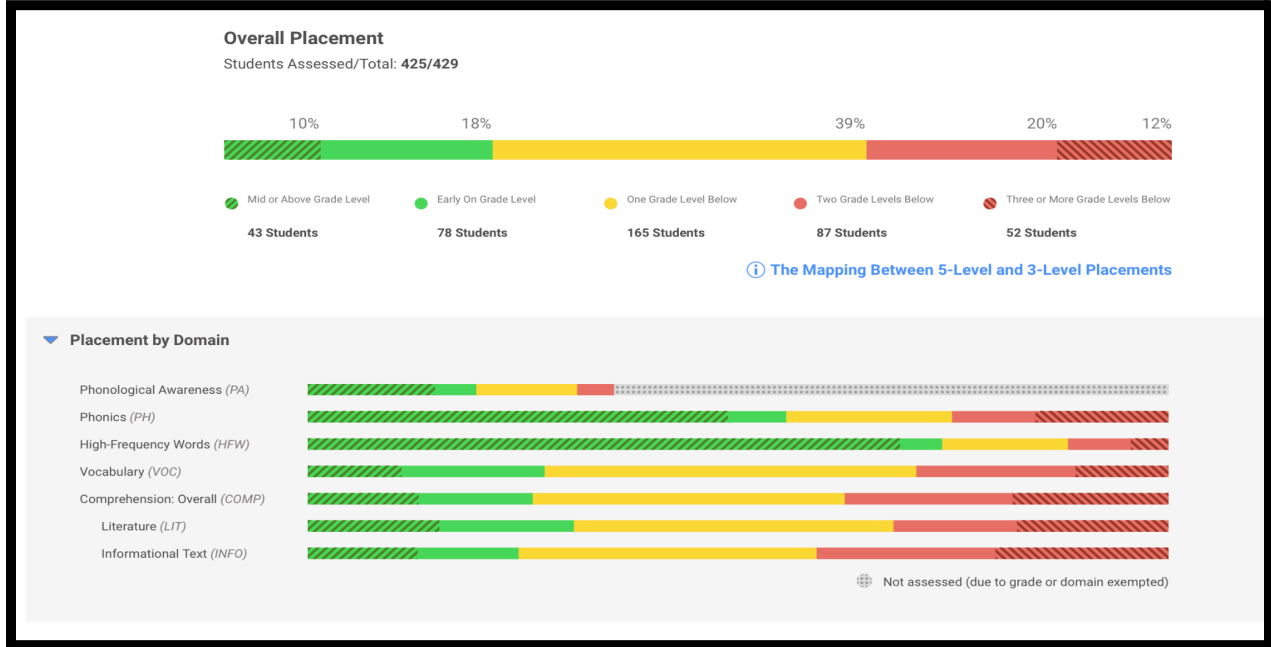
**Data analysis**

From 2025 to 2026, K–2 reading proficiency increased from 18% to 24%, reflecting a 6 percentage point gain. This shows that more students are moving into proficiency, and our foundational literacy work is beginning to take hold. In addition, the percentage of students performing at the highest level remained stable at 3%, which tells us we are maintaining our top performers while beginning to grow others into that space.

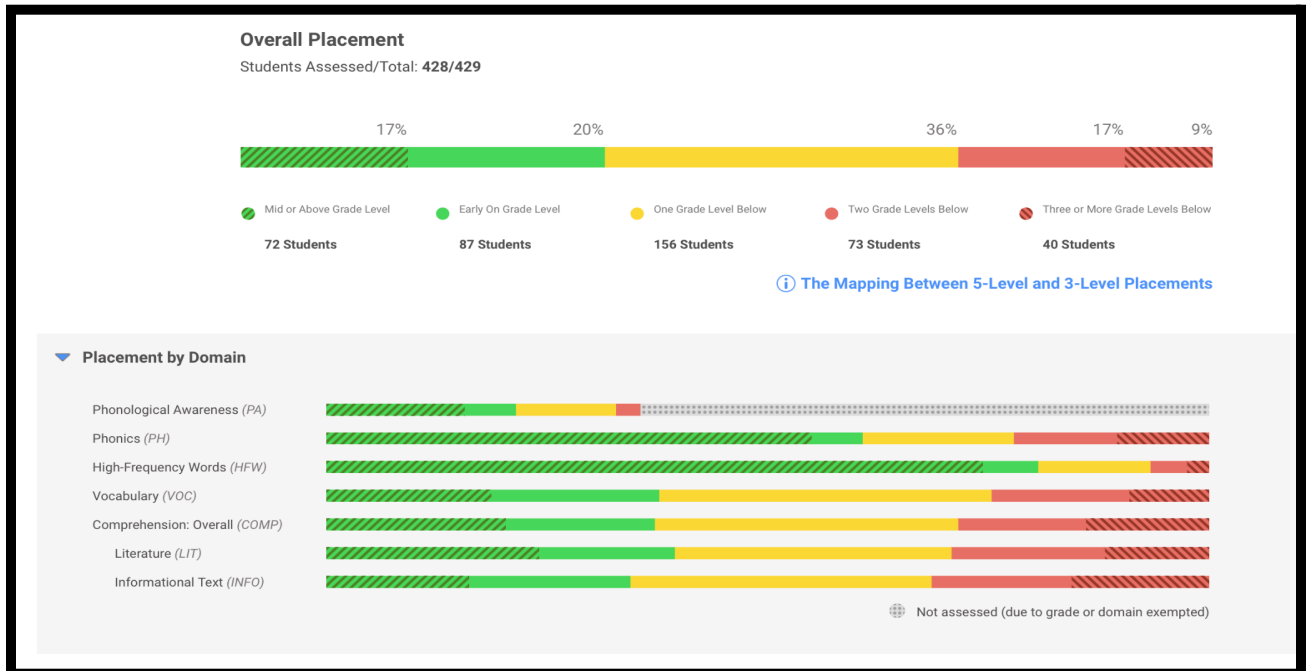
When we look at the other performance bands, we also see important movement. The percentage of students in the lowest band decreased from 44% to 35%, which is a strong indicator that some of our most struggling students are making progress and moving up. At the same time, students in the approaching/near grade-level band increased from 37% to 40%, and those in the on-grade-level band increased from 16% to 22%. This tells us students are moving in the right direction across all levels. However, while this growth is positive, the reality is that the majority of students are still not yet proficient. Students are moving, but not yet at the level of acceleration needed. Moving forward, we must continue to strengthen Tier 1 instruction, protect intervention time, and ensure small group instruction is tightly aligned to student needs so we can push more students from approaching to proficient and beyond.

## I-Ready Data Overview

### Fall 2025- I-Ready Reading Data Chart



### Spring 2026 I-Ready Reading Data Chart

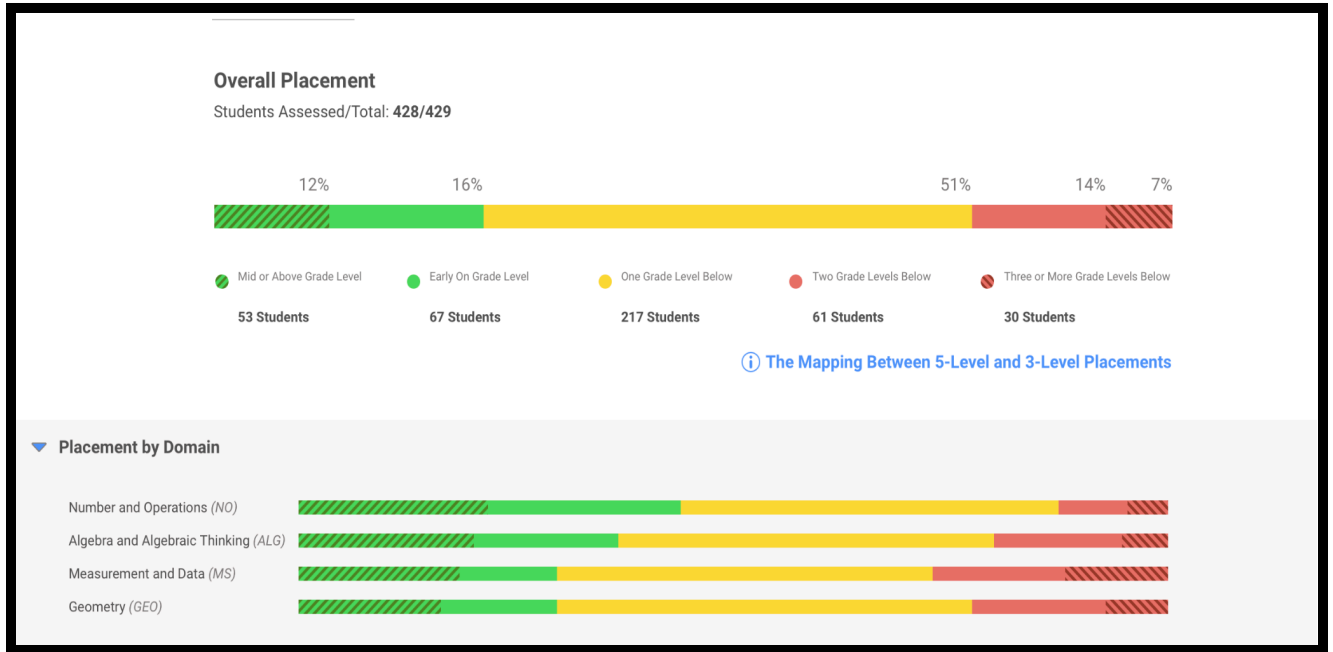


## **Reading Analysis**

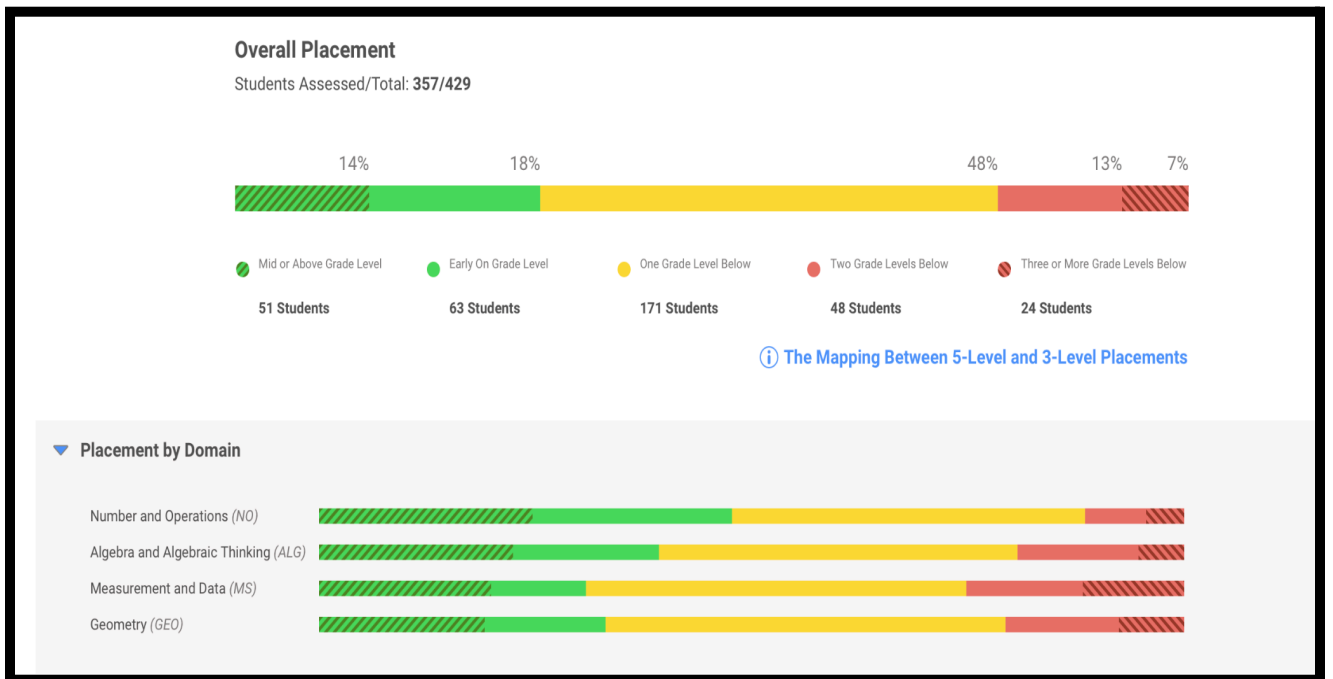
From Fall 2025 to Spring 2026, we saw positive movement across our overall placement data. Students performing mid or above grade level increased from 10% to 17%, and those early on grade level increased from 18% to 20%, showing growth in students moving toward proficiency. At the same time, the percentage of students one grade level below decreased from 39% to 36%, and those two grade levels below decreased from 20% to 17%. Most importantly, our students performing three or more grade levels below decreased from 12% to 9%, reflecting a reduction in our most at-risk group.

While this growth is a step in the right direction, it also highlights that the majority of our students are still below grade level. Over 60% of students remain in the below-grade-level bands, which means our work is not done. The data shows that students are moving, but not yet at the level of acceleration needed to reach proficiency. Moving forward, we must continue to strengthen Tier 1 instruction, protect intervention time, and ensure small group instruction is tightly aligned to student needs so we can sustain this growth and push more students to grade-level performance.

**Fall 2025- I-Ready Math Data Chart**



**Spring 2026 I-Ready Math Data Chart**



## **Math Analysis**

From Winter 2025 to Spring 2026, math i-Ready data shows modest growth, with students performing at or above grade level increasing from 28% to 32% (+4 percentage points). Specifically, mid/above grade level rose from 12% to 14%, and early on grade level increased from 16% to 18%. At the same time, students below grade level decreased from 72% to 68%, with those one grade level below dropping from 51% to 48% and two grade levels below decreasing slightly from 14% to 13%, while students three or more grade levels below remained unchanged at 7%. Overall, while the data reflects movement in the right direction, the growth is not yet strong enough, as the majority of students—68%—are still below grade level, indicating a need for increased acceleration through stronger Tier 1 instruction, targeted intervention, and tighter data-driven small group instruction.

## **Retrospective Reflection on 2025-2026**

The school showed some progress toward its prior-year goals, but the level of improvement varies by area and is not yet sufficient overall. In ELA, performance shows the most promise. While current Interim 2 data reflects 44% of students at or above grade level, compared to 70% on the 2025 summative, this comparison must be viewed carefully since the interim is a progress monitoring tool and not a final measure. What is promising is that 40% of students are in the “early on grade level” band, indicating a large group of students is close to proficiency. This suggests modest improvement and strong potential for growth, particularly if instruction is tightened. In math, performance is weaker. Students at or above grade level are at 41% in the interim, compared to 61% on the 2025 summary, and 59% of students remain below grade level, indicating that improvement in math is insufficient at this point. While there is some movement, it has not translated into enough students reaching proficiency.

Looking across growth for all, the data suggests partial and uneven progress. Students are moving into higher performance bands, particularly the “early on” category (38% math, 40% ELA), which indicates that instruction is having some impact. However, the lack of movement into the proficiency bands shows that growth is not yet accelerated or consistent across all

classrooms, making overall growth modest but not yet strong enough. For the Bottom 30%, the data indicates that improvement is still insufficient. With over half of students below grade level (59% math, 56% ELA), our most struggling students are not closing gaps quickly enough, signaling that intervention has not been consistently effective or targeted with enough intensity.

Based on this data, the school believes that what mattered most this year was the focus on foundational skills and exposure to grade-level content, which helped move students closer to proficiency. However, what still needs to improve is instructional precision and consistency. Specifically, the school must strengthen Tier 1 rigor, ensure intervention time is protected and truly targeted, and tighten data-driven small group instruction so that students not only move, but move to proficiency.

### **Priority Goal 1: Increase ELA, Math, and Science Achievement Through Consistent, High-Quality Tier 1 Instruction**

By the end of the 2026–2027 school year, Friendship Aspire Academy – Hazel Street will increase the percentage of students performing at Levels 3 and 4 on the ATLAS assessment across Math, Science, and ELA from a combined average of 30% to at least 55%, while reducing the percentage of students performing at Level 1 from 28% to 15%, as measured by ATLAS, interim assessments, and bi-weekly CFAs.

This goal matters because current data shows that students are moving, but not consistently reaching proficiency. A large percentage of students remain just below grade level, and our lowest-performing students are not accelerating fast enough. The school's theory is: If we ensure strong, consistent Tier 1 instruction using lesson internalization and data driven small group instruction in every classroom, every day, aligned to grade-level standards and supported by real-time data, then more students will reach proficiency and gaps will close across all subgroups.

*While systems for instruction and data already exist, the focus for 2026–2027 is consistency, fidelity, and execution across all classrooms.*

## **Measurement definition block**

### **Driver 1: Lesson Internalization**

- **Why this driver matters:** Students cannot improve at scale unless teachers deeply understand grade-level standards, lesson objectives, and the instructional moves required to ensure students read, write, and think at the appropriate level. Strong lesson internalization ensures that instruction is purposeful, aligned, and responsive to student needs. Without consistent internalization, instruction becomes misaligned, tasks lack rigor, and opportunities to address misconceptions are missed—especially for Level 1 and Bottom 30% students. Effective lesson internalization ensures that teachers anticipate student responses, plan for checks for understanding, and adjust instruction in real time to accelerate student achievement.
- **Metrics:** Lesson internalization meets expectations when it demonstrates at least four of five indicators during a review: the lesson is clearly aligned to a grade-level standard and objective; the teacher has identified key concepts and anticipated student misconceptions; instructional tasks require students to engage in grade-level reading, writing, or problem-solving; checks for understanding are intentionally planned and aligned to the standard; and the teacher plans specific adjustments (reteach, regrouping, or extension) based on expected student responses.
- **Baseline:** 35% in Fall 2025; 65% by Spring 2026
- **Target:** 70% by October 2026, 80% by January 2027, 90% by April 2027
- **Review Cadence:** Lesson internalization will be monitored through weekly PLCs focused on unpacking standards, analyzing lesson alignment, and planning for student misconceptions and instructional responses. Bi-weekly leadership team reviews will assess the quality of internalization through lesson plans, student work, and classroom observations, while monthly board updates will highlight trends in instructional alignment, rigor, and impact on student outcomes.
- **Leadership response if off track:** Teachers who do not meet established lesson internalization expectations will participate in a targeted coaching cycle that includes modeling of strong internalization practices, co-planning and lesson unpacking, and frequent observation with actionable feedback. Leadership will support teachers in

strengthening alignment to grade-level standards, anticipating student misconceptions, and planning effective instructional responses. Follow-up reviews will occur within a defined timeframe to ensure improved planning, stronger execution, and measurable impact on student learning.

## **Driver 2: Data Driven Small Group Instructions**

- **Why this driver matters:** Students cannot improve at scale unless instruction is targeted to their specific needs and adjusted based on evidence of learning. Data-driven small group instruction ensures that students receive focused support aligned to identified skill gaps, particularly for Level 1 and Bottom 30% students. Without consistent use of data to form and adjust small groups, instruction becomes generalized, and gaps persist. Effective small group instruction ensures that teachers respond to student data in real time, provide targeted practice, and accelerate student learning through intentional grouping and instructional adjustments.
- **Metrics:** Data-driven small group instruction meets expectations when it demonstrates at least four of five indicators during a review: small groups are formed based on current student data aligned to a specific standard or skill; instructional tasks within the group require grade-level reading, writing, or problem-solving; the teacher provides targeted instruction aligned to identified misconceptions; student progress is monitored through aligned tasks or exit tickets; and groups are adjusted regularly (regrouping, reteach, or extension) based on student performance data.
- **Baseline:** 35% in Fall 2025; 65% by Spring 2026
- **Target:** 70% by October 2026, 80% by January 2027, 90% by April 2027
- **Review Cadence:** Data-driven small group instruction will be monitored through weekly PLCs focused on analyzing student data and planning targeted small group instruction, bi-weekly leadership team reviews of grouping decisions and student progress, and frequent classroom observations to ensure alignment between data, instruction, and student outcomes. Monthly board updates will highlight trends in small group effectiveness and overall student growth.
- **Leadership response if off track:** Teachers who do not meet established expectations for data-driven small group instruction will participate in a targeted coaching cycle that

includes modeling of effective small group practices, co-teaching, and support with grouping and lesson alignment based on student data. Leadership will conduct frequent observations and provide actionable feedback to ensure instruction is targeted and responsive. Student groupings and instructional plans will be adjusted as needed, with follow-up reviews conducted within a defined timeframe to ensure improved implementation and impact on student outcomes.

## **Goal 2: Increase ELA, Math, and Science Achievement Using a Strong Data System**

By the end of the 2026–2027 school year, Friendship Aspire Academy – Hazel Street will increase the percentage of students performing at Levels 3 and 4 on the ATLAS assessment across Math, Science, and ELA from a combined average of 30% to at least 55%, while reducing the percentage of students performing at Level 1 from 28% to 15%, as measured by ATLAS, interim assessments, and bi-weekly CFAs.

This goal matters because current data shows that while systems for data collection and analysis are in place, they are not yet used consistently to drive instructional decisions across all classrooms. Students are moving, but not at the level of acceleration needed to reach proficiency, particularly for those just below grade level and within the Bottom 30%. The school's theory is: If we consistently implement strong data systems—where teachers collect, analyze, and act on student data in real time—then instruction will be more targeted, responsive, and aligned to student needs, resulting in increased proficiency and reduced performance gaps across all content areas.

### **Driver 1: Stronger Data Systems-Daily Exit Tickets**

- **Why this driver matters:** Students cannot improve at scale unless daily classroom instruction is consistently aligned to grade-level expectations and requires them to read, write, and think at the appropriate level. Strong data systems ensure that teachers have timely, accurate, and actionable information to monitor student progress, adjust instruction, and respond immediately when students are not meeting expectations. Without clear and consistent use of data, instruction becomes misaligned, and opportunities for acceleration—especially for Level 1 and Bottom 30% students—are

missed.

- **Metric:** A classroom meets expectations when it demonstrates at least four of five indicators during an observation: instruction is aligned to a grade-level standard and the exit ticket is directly aligned to that standard; students complete a grade-level exit ticket that requires reading, writing, or problem-solving; the teacher checks for understanding using the exit ticket or aligned questioning during the lesson; students provide written responses on the exit ticket that reflect their understanding of the standard; and the teacher reviews exit ticket data and adjusts instruction through reteach, regrouping, or extension based on student performance.
- **Baseline:** 30% in Fall 2025; 60% by Spring 2026
- **Target:** 70% by October 2026, 80% by January 2027, 90% by April 2027
- **Evidence Source:** Weekly ELA walkthroughs will be conducted by the principal, assistant principal, and instructional coach. Artifacts will be collected and reviewed to assess grade-level appropriateness, alignment to standards, and evidence of ongoing progress monitoring and instructional improvement.
- **Review Cadence:** Bi-Weekly leadership review, Weekly PLC feedback, and monthly board update.
- **Leadership response if off track:** Teachers who do not meet established expectations will participate in a targeted coaching cycle that includes co-teaching, modeling, lesson internalization, and frequent observation with actionable feedback to improve instructional practice.

Through these aligned systems, teachers and leaders will consistently use data to inform instruction, adjust practices, and monitor student progress, resulting in increased student engagement, improved mastery of grade-level standards, and measurable academic growth across all content areas.

### **Driver 2: Structured data meetings (PLCs)**

- **Why this driver matters:** Students cannot improve at scale unless teachers consistently use data to inform instruction. Structured data meetings (PLCs) ensure that teachers regularly analyze student work, identify specific skill gaps, and make immediate

instructional adjustments. Without disciplined, action-oriented PLCs, data remains unused, and instruction becomes misaligned to student needs—especially for Level 1 and Bottom 30% students. Effective PLCs create accountability, consistency, and urgency, ensuring that all students receive targeted support to accelerate learning.

- **Metric:** A PLC meets expectations when it demonstrates at least four of five indicators during a review: the team analyzes student data aligned to a grade-level standard; the team reviews exit tickets or student work that reflect grade-level reading, writing, or problem-solving; the team identifies specific student misconceptions based on the data; the team develops a clear plan for reteach, regrouping, or extension aligned to the standard; and the team documents next steps, including instructional adjustments and timelines, to monitor student progress.
- **Baseline:** 35% in Fall 2025; 65% by Spring 2026
- **Target:** 70% by October 2026, 80% by January 2027, 90% by April 2027
- **Review Cadence:** Structured data meetings will be monitored through weekly PLCs focused on analyzing student work and exit ticket data aligned to grade-level standards, identifying specific skill gaps, and developing clear plans for reteach and regrouping. Bi-weekly leadership team reviews will assess the effectiveness of PLC actions, including instructional adjustments and student progress, while monthly board updates will highlight trends in student performance, growth, and the overall impact of data-driven instruction.
- **Leadership response if off track:** Teachers who do not meet established PLC expectations will participate in a targeted coaching cycle that includes modeling of effective data analysis practices, support with lesson internalization aligned to identified skill gaps, and guided planning for reteach and regroup strategies. Leadership will conduct frequent PLC observations and provide actionable feedback to ensure that data discussions result in clear instructional adjustments. Follow-up reviews will occur within a defined timeframe to monitor implementation and ensure that PLC decisions are reflected in classroom instruction and student outcomes.

**Driver 3: Multi-Tiered and Progress Monitoring System**

- **Why this driver matters:** Students cannot improve at scale unless instruction and intervention are matched to their specific needs and adjusted based on evidence of learning. A strong MTSS tier system ensures that all students receive the right level of support—Tier 1 for grade-level instruction, Tier 2 for targeted intervention, and Tier 3 for intensive support—while progress monitoring provides ongoing data to determine whether those supports are working. Without a structured MTSS system and consistent progress monitoring, students—especially those in Level 1 and the Bottom 30%—are at risk of receiving inconsistent or ineffective interventions, leading to stalled growth. Effective implementation ensures timely identification of gaps, targeted support, and continuous adjustment to accelerate student achievement.
- **Metrics:** An MTSS system meets expectations when it demonstrates at least four of five indicators during a review: students are assigned to the appropriate tier (Tier 1, Tier 2, or Tier 3) based on current data; students receive the full, scheduled intervention minutes aligned to their identified skill gaps; progress monitoring data is collected consistently (weekly or biweekly) and reflects targeted skills; student data is reviewed regularly to determine effectiveness of the intervention; and intervention plans are adjusted through reteach, regrouping, or increased intensity when students do not demonstrate adequate progress.
- **Baseline:** 35% in Fall 2025; 65% by Spring 2026
- **Target:** 70% by October 2026, 80% by January 2027, 90% by April 2027
- **Review Cadence:** MTSS progress will be monitored through bi-weekly leadership team reviews of tier placement, intervention fidelity, and student progress; weekly PLC feedback focused on progress monitoring and instructional adjustments; and monthly board updates highlighting student growth, tier movement, and overall effectiveness of intervention systems.
- **Leadership response if off track:** Teachers who do not meet established MTSS expectations will participate in a targeted coaching cycle that includes co-teaching, modeling of intervention strategies, support with lesson internalization for intervention blocks, and frequent observation with actionable feedback. Leadership will also review

progress monitoring data, adjust student groupings and intervention plans as needed, and conduct follow-up checks within a defined timeframe to ensure improved implementation and impact on student outcomes.

### **Goal 3: Uninterrupted Instructional Blocks & Intervention Block**

By the end of the 2026–2027 school year, Friendship Aspire Academy – Hazel Street will increase the percentage of students performing at Levels 3 and 4 on the ATLAS assessment across Math, Science, and Reading from a combined average of 30% to at least 55%, while reducing the percentage of students performing at Level 1 from 28% to 15%, as measured by ATLAS, interim assessments, and bi-weekly CFAs. This will be achieved through the consistent protection and execution of instructional time, intervention time, and Professional Learning Communities (PLCs), ensuring that 100% of classrooms maintain uninterrupted instructional blocks, all students receive daily targeted intervention aligned to data, and PLCs operate weekly with a clear focus on data analysis, lesson internalization, and instructional planning.

This goal matters because current data shows that while structures are in place, inconsistency in implementation is limiting student outcomes. Students are not accelerating at the rate needed because instructional time is not always protected, intervention is not consistently targeted, and PLCs are not always driving immediate instructional action. The school’s theory is: If we clearly define and consistently protect our non-negotiables—uninterrupted instructional blocks, targeted intervention, and action-driven PLCs—then we will create a focused and disciplined instructional environment where every minute is used with purpose, instruction is aligned and rigorous, and support is systematic and responsive to student needs.

This means:

- **Instructional time is protected daily**, with bell-to-bell teaching, strong pacing, and clear alignment to grade-level standards
- **Intervention time is non-negotiable**, scheduled daily, and used for targeted, data-driven support that accelerates learning for the Bottom 30%
- **PLCs are consistent and action-oriented**, resulting in immediate adjustments to instruction based on student data

As a result, the school will operate with consistency, urgency, and accountability, ensuring that instruction is not left to chance but executed with fidelity across all classrooms. This will lead to increased student engagement, stronger mastery of grade-level standards, and measurable academic growth, as evidenced by improved performance on CFAs, interims, and the ATLAS assessment, ultimately positioning the school for sustained improvement and higher levels of achievement.

### **Driver 1: Uninterrupted Intervention Block**

- **Why this driver matters:** Uninterrupted instructional blocks and intervention time are critical because students cannot improve at scale if instruction is inconsistent, rushed, or disrupted. Protecting these blocks ensures that teachers have the time to deliver strong Tier 1 instruction and implement targeted, data-driven small group instruction that meets the needs of every scholar. Within these protected blocks, data-driven small group instruction is essential. It ensures that students—especially our Level 1 and Bottom 30%—receive focused, intentional support aligned to their specific skill gaps. Without uninterrupted time and consistent use of data, instruction becomes generalized, gaps remain, and we lose the opportunity to accelerate learning. When instructional and intervention blocks are protected and used with purpose, teachers are able to respond to student needs in real time, provide targeted practice, and adjust instruction based on evidence of learning. This is how we move from just teaching content to truly closing gaps and driving student achievement.
- **Metrics:** Uninterrupted instructional blocks and intervention meet expectations when data-driven small group instruction is consistently observed within these protected times. Success is demonstrated when at least four of the following five indicators are present during a review: Small groups are formed based on current student data aligned to a specific standard or skill; Instructional tasks require grade-level reading, writing, or problem-solving; The teacher provides targeted instruction aligned to identified misconceptions; Student progress is monitored through aligned tasks or exit tickets; Groups are adjusted regularly (regrouping, reteach, or extension) based on student performance data

- **Baseline:** 35% in Fall 2025; 65% by Spring 2026
- **Target:** 70% by October 2026, 80% by January 2027, 90% by April 2027
- **Review Cadence:** Uninterrupted instructional blocks and intervention effectiveness will be monitored through: Weekly PLCs focused on analyzing student data and planning targeted small group instruction; Bi-weekly leadership team reviews of grouping decisions and student progress; Frequent classroom observations to ensure alignment between data, instruction, and student outcomes; Monthly board updates highlighting trends in small group effectiveness and overall student growth.
  
- **Leadership response if off track:** If expectations are not met, teachers will engage in a targeted coaching cycle that includes modeling of effective small group instruction, co-teaching, and support with grouping and lesson alignment based on current student data. Leadership will conduct frequent observations and provide clear, actionable feedback to ensure instruction is intentional and responsive. Student groupings and instructional plans will be adjusted as needed, with follow-up reviews conducted within a defined timeframe to ensure improved implementation and measurable impact on student outcomes.

## **Driver 2: Uninterrupted Instructional Time**

- **Why this driver matters:** Uninterrupted instructional blocks and intervention time are essential because student achievement cannot improve at scale if learning time is lost. Every interruption—no matter how small—takes away from students’ opportunity to engage in rigorous, grade-level instruction. Protecting this time ensures that teachers can fully deliver Tier 1 instruction with depth, maintain lesson pacing, and reach the intended outcome, including the daily exit ticket.

When instructional blocks are interrupted, instruction becomes fragmented, pacing is lost, and opportunities for student discourse, practice, and mastery are reduced. The same urgency applies to intervention time. This is the space where we close gaps for our Level 1 scholars and Bottom 30%, and it must be protected with intention and fidelity.

Uninterrupted blocks create the conditions for strong instruction, consistent routines, and meaningful engagement. Within these protected times, teachers are able to implement targeted small group instruction, monitor student understanding in real time, and adjust instruction based on evidence of learning. Protecting instructional and intervention time is how we ensure consistency, maximize learning, and accelerate student outcomes.

- **Metrics:** Uninterrupted instructional blocks and intervention meet expectations when instructional time is protected and used with purpose. Success is demonstrated when at least four of the following five indicators are present during a review: Instruction occurs from bell to bell with no unnecessary disruptions; Teachers maintain pacing aligned to the lesson, including reaching the intended outcome or exit ticket; Classroom routines and transitions are efficient and maximize learning time; Students are actively engaged in grade-level tasks throughout the instructional block; Intervention time is protected and used for targeted, data-driven instruction aligned to student need.
- **Baseline:** 35% in Fall 2025; 65% by Spring 2026
- **Target:** 70% by October 2026, 80% by January 2027, 90% by April 2027
- **Review Cadence:** Uninterrupted instructional blocks and intervention effectiveness will be monitored through: Weekly PLCs focused on lesson internalization, pacing, and protecting instructional time; Bi-weekly leadership team reviews of instructional schedules, disruptions, and intervention implementation; Frequent classroom observations to ensure bell-to-bell instruction and student engagement; Monthly board updates highlighting trends in instructional time protection and student outcomes
- **Leadership response if off track:** If expectations are not met, teachers will engage in a targeted coaching cycle focused on strengthening lesson pacing, classroom management, and protecting instructional time. Support will include modeling, co-teaching, and real-time feedback during instruction. Leadership will conduct frequent observations to monitor progress and provide actionable feedback. Adjustments will be made to schedules, routines, or systems that are causing disruptions to instructional time. Follow-up reviews will occur within a defined timeframe to ensure improvement and

sustained protection of instructional and intervention blocks.

### **Capacity-Building and Support Priorities**

The school will provide targeted leadership, instructional, operational, and family engagement supports aligned directly to our weakest baseline areas—inconsistent Tier 1 rigor ( $\approx 60\%$ ), inconsistent protection of instructional time ( $\approx 65\%$ ), and uneven use of data to drive instruction—to ensure successful execution of the goals.

From a leadership standpoint, the principal and leadership team will conduct weekly, focused walkthroughs aligned to clear look-fors (grade-level rigor, student discourse, pacing to the exit ticket, and uninterrupted instruction) and review trends bi-weekly to ensure consistency across classrooms. Leaders will also facilitate action-driven PLCs weekly, ensuring that teachers move beyond reviewing data to planning reteach, regrouping, and next instructional steps tied directly to student performance. In addition, the principal will lead a campus-wide book study focused on building a positive mindset, reinforcing a culture of growth, accountability, and collective responsibility for student success.

From an instructional support perspective, teachers will engage in ongoing coaching cycles that include modeling, co-teaching, and lesson internalization support to strengthen Tier 1 rigor and ensure alignment to grade-level standards. Priority will be placed on strengthening instruction for students in the “early on” band ( $\approx 38\text{--}40\%$ ) and the Bottom 30%, as these groups represent the greatest opportunity for movement. The school will also leverage support from external partners, including CORE Learning and the district’s ICU team, to provide targeted professional development, instructional coaching, and progress monitoring support. These partners will assist in strengthening Tier 1 delivery, data-driven instruction, and intervention practices, ensuring alignment between school-based efforts and district expectations.

From an operational standpoint, the school will protect uninterrupted instructional blocks and daily intervention time as non-negotiables, adjusting schedules and minimizing disruptions to maximize learning time. PLC time will also be protected weekly and structured to ensure alignment between data, instruction, and student outcomes.

To strengthen parental involvement, the school will implement consistent, structured communication and engagement opportunities that keep families informed and actively involved in student learning. This will include monthly parent workshops focused on literacy and math strategies, regular communication of student progress through data reports and conferences, and providing families with at-home resources aligned to current classroom instruction. Teachers will maintain ongoing communication with families, especially for students in the Bottom 30%, to ensure shared responsibility and support for academic growth.

If data indicates that progress is off track, leadership will respond with immediate, targeted interventions, including intensified coaching, increased observation frequency, and adjustments to instructional practices and schedules. Support from CORE and the ICU team will be leveraged to provide additional modeling, feedback cycles, and strategic planning to accelerate improvement. Overall, these supports are designed to ensure that systems already in place are executed with consistency, urgency, and fidelity, leading to improved instructional quality, stronger family partnerships, and increased student outcomes.

### **Governance and Monitoring Commitment**

The board and school leadership will review progress toward goals and driver metrics through a structured, consistent cycle of monitoring and action to ensure the plan is implemented with fidelity. School leadership will conduct weekly reviews of walkthrough data, exit ticket trends, CFA results, and i-Ready data (usage, pass rates, and diagnostic growth) to monitor classroom implementation of Tier 1 instruction and uninterrupted instructional blocks. These findings will be discussed during leadership team meetings. Professional Learning Communities (PLCs) will meet weekly to analyze student work, review CFA and i-Ready data, and plan immediate instructional adjustments. In addition, the leadership team will conduct bi-weekly data reviews to monitor progress toward proficiency, growth for all students, and performance of the Bottom 30%, ensuring alignment between data, instruction, and outcomes.

At the governance level, the board will receive monthly updates that include key metrics such as proficiency trends, reduction in Level 1 students, i-Ready diagnostic growth, lesson completion and pass rates, and implementation fidelity of Tier 1 instruction and protected instructional time.

These updates will highlight progress, identify gaps, and outline next steps. If the school is off track, leadership will respond with immediate, targeted actions, including intensified coaching cycles, increased frequency of classroom observations, and adjustments to instructional practices and schedules to protect instructional time. Additional support from CORE Learning and the district's ICU team will be leveraged to provide modeling, feedback, and strategic planning. The board will monitor these adjustments and hold leadership accountable for demonstrating measurable improvement within defined timelines, ensuring that the school remains focused, responsive, and on track to meet its goals.

### **High Needs**

To effectively implement the school improvement plan and address current gaps in proficiency, growth, and support for the Bottom 30%, the school requires additional staffing to strengthen both instructional and behavioral systems. Key needs include a Math and ELA interventionist to provide targeted, data-driven support for students below grade level; a school counselor to address increasing behavioral and social-emotional needs that impact instructional time; and an additional Special Education teacher to support the growing population of students with 504 plans and IEPs and ensure compliance and individualized instruction.

In addition, the school requires an Assistant Principal to increase leadership capacity, allowing for more consistent monitoring of Tier 1 instruction, intervention, and schoolwide systems. An instructional support staff member for grades K–2 is needed to ensure fidelity to the Science of Reading and provide foundational literacy support, while an additional instructional support staff member for grades 3–5 will focus on coaching, data tracking, and supporting teachers with implementation of rigorous, grade-level instruction. These roles are critical to ensuring consistency, protecting instructional time, and accelerating student outcomes across all grade levels.