

Annual School Performance Summary and Improvement Priorities

Friendship Aspire Academy Downtown

2025–2026 Reflection and 2026–2027 Plan

School Context and Year-in-Review

During the 2024–2025 school year, third grade ATLAS assessment data at Friendship Aspire Academy Downtown revealed both areas of strength and significant opportunities for growth. In ELA, 36% of scholars performed on or above grade level, while 60% performed below. In Reading, 31% met or exceeded grade level expectations, with a concerning 76% performing below grade level. In Math, 38% of scholars performed on or above grade level, while 60% were below.

These results highlight that while a foundational group of scholars is achieving proficiency, the majority require targeted support. The most critical area identified is Reading, followed by ELA and Math. The school has learned that stronger implementation of data-driven instruction, small group differentiation, and targeted interventions are necessary to improve outcomes.

Retrospective Reflection on 2025–2026

Based on available data, current performance levels indicate that prior goals were not met at a level of significance needed for overall scholar success. While some scholars demonstrated growth, the improvement was insufficient to close achievement gaps.

The school believes that the most impactful factors moving forward include:

- Consistent small group instruction aligned to data
- Stronger foundational literacy instruction
- More intentional progress monitoring and intervention systems

Continued focus is needed in Reading proficiency, differentiated instruction, and math conceptual understanding.

Priority Goal 1: Increase Reading Proficiency

Increase the percentage of third grade scholars performing on or above grade level in Reading from 31% to 50% by the end of the 2026–2027 school year. This goal is critical as Reading is foundational to success across all content areas. Key drivers include targeted small group instruction, foundational literacy skill development, and consistent progress monitoring.

Measurement Definition Block

Driver 1: Targeted Small Group Instruction

- **Why this driver matters:** Differentiated instruction ensures scholars receive support based on individual needs.
- **Metric:** Percentage of classrooms implementing daily small groups
- **Definition:** Small group instruction occurs daily using data-driven groupings
- **Baseline:** Inconsistent implementation
- **Target:** 100% implementation by midyear and sustained through spring
- **Evidence source:** Lesson plans, walkthrough data
- **Review cadence:** Weekly by instructional leaders
- **Leadership response if off track:** Provide coaching, modeling, and accountability checks

Driver 2: Foundational Literacy Skills (Phonics & Decoding)

- **Why this driver matters:** Gaps in phonics and decoding directly impact reading proficiency
- **Metric:** Percentage of scholars meeting growth goals in i-Ready Reading
- **Definition:** Scholars meet or exceed typical or stretch growth
- **Baseline:** 31% proficiency
- **Target:** 45% midyear, 50% by spring
- **Evidence source:** i-Ready diagnostics, intervention data
- **Review cadence:** Bi-weekly data meetings
- **Leadership response if off track:** Adjust intervention groups and increase support time

Driver 3: Progress Monitoring & Intervention

- **Why this driver matters:** Frequent monitoring ensures timely instructional adjustments
- **Metric:** Frequency of progress monitoring cycles
- **Definition:** Weekly assessments used to adjust instruction
- **Baseline:** Inconsistent monitoring
- **Target:** 100% weekly monitoring
- **Evidence source:** Assessment trackers, RTI documentation
- **Review cadence:** Weekly
- **Leadership response if off track:** Require immediate intervention plan revisions

Outcome Measure

- **Primary outcome metric:** ATLAS Reading proficiency
- **Baseline:** 31%
- **Target:** 50%
- **Midyear progress check:** At least 45% of scholars on track for proficiency
- **Success judgment:** Goal met if 50% or more scholars score on/above grade level

Priority Goal 2: Increase ELA Proficiency

Increase the percentage of scholars performing on or above grade level in ELA from 36% to 55%. This goal focuses on improving writing, comprehension, and language skills necessary for overall literacy success.

Measurement Definition Block

Driver 1: Writing & Language Instruction

- **Why this driver matters:** Strong writing supports comprehension and communication
- **Metric:** Percentage of scholars demonstrating proficiency in writing tasks
- **Definition:** Scholars score at or above proficiency on writing rubrics
- **Baseline:** 36%
- **Target:** 50% midyear, 55% spring
- **Evidence source:** Writing samples, assessments
- **Review cadence:** Monthly
- **Leadership response if off track:** Provide targeted PD and model lessons

Driver 2: Data-Driven Instruction

- **Why this driver matters:** Instruction must align to scholar needs
- **Metric:** Frequency of data meetings
- **Definition:** Teachers meet bi-weekly to analyze data and plan
- **Baseline:** Inconsistent
- **Target:** 100% implementation
- **Evidence source:** Meeting agendas, notes
- **Review cadence:** Bi-weekly
- **Leadership response if off track:** Require structured planning sessions

Driver 3: Engagement & Rigor

- **Why this driver matters:** Increased rigor improves comprehension and performance
- **Metric:** Use of grade-level tasks and questioning
- **Definition:** Evidence of rigorous instruction in walkthroughs
- **Baseline:** Developing
- **Target:** Consistent across classrooms
- **Evidence source:** Observation data
- **Review cadence:** Weekly
- **Leadership response if off track:** Coaching and feedback cycles

Outcome Measure

- **Primary outcome metric:** ATLAS ELA proficiency

- **Baseline:** 36%
- **Target:** 55%
- **Midyear progress check:** 50% on track
- **Success judgment:** 55% or more proficiency

Priority Goal 3: Increase Math Proficiency

Increase the percentage of scholars performing on or above grade level in Math from 38% to 60%. This goal focuses on strengthening conceptual understanding and problem-solving skills.

Measurement Definition Block

Driver 1: Conceptual Math Instruction

- **Why this driver matters:** Deep understanding improves problem-solving ability
- **Metric:** Use of math models and strategies
- **Definition:** Evidence of conceptual instruction in lessons
- **Baseline:** Inconsistent
- **Target:** Consistent across all classrooms
- **Evidence source:** Walkthroughs, lesson plans
- **Review cadence:** Weekly
- **Leadership response if off track:** Provide coaching and modeling

Driver 2: Intervention & Skill Gaps

- **Why this driver matters:** Targeted support closes learning gaps
- **Metric:** Scholar growth on math diagnostics
- **Definition:** Meeting growth goals on i-Ready
- **Baseline:** 38%
- **Target:** 55% midyear, 60% spring
- **Evidence source:** i-Ready data
- **Review cadence:** Bi-weekly
- **Leadership response if off track:** Adjust intervention groups

Driver 3: Problem-Solving & Practice

- **Why this driver matters:** Practice builds mastery and confidence
- **Metric:** Frequency of problem-solving tasks
- **Definition:** Daily opportunities for multi-step problem solving
- **Baseline:** Developing
- **Target:** Daily implementation
- **Evidence source:** Lesson plans, student work
- **Review cadence:** Weekly
- **Leadership response if off track:** Require lesson plan revisions

Outcome Measure

- **Primary outcome metric:** ATLAS Math proficiency
- **Baseline:** 38%
- **Target:** 60%
- **Midyear progress check:** 55% on track
- **Success judgment:** 60% or more proficiency

Capacity-Building and Support Priorities

To support these goals, Friendship Aspire Academy Downtown will prioritize:

- Weekly instructional coaching cycles
- Professional development on small group instruction and data analysis
- Structured RTI/intervention blocks
- Data tracking systems for all scholars
- Leadership support prioritizing teachers who fall below effective in key levers

Governance and Monitoring Commitment

School leadership and the governing board will review progress toward goals monthly, with deeper quarterly reviews. Data will be analyzed during leadership meetings and shared with staff.

If the school is off track:

- Immediate instructional adjustments will be implemented
- Additional coaching and support will be provided
- Intervention plans will be revised
- Leadership will increase monitoring frequency