

Garfield Scholars' Academy

School Improvement Plan

2025-2026



Building Administrator: Cheryl Harrison

LEA # 0448702

GSA will work to meet individual school goals focused on student achievement, growth, teacher efficacy, student engagement, and parent involvement.

1 Reflect

Use current data and implementation evidence to understand where performance stands.

2 Focus

Set a small number of priorities that matter most for student outcomes.

3 Monitor

Review drivers and evidence often enough to respond before the end of the year.

Comprehensive Needs Assessment

Strengths to build on and improvement areas to monitor.

Areas of Strength

High-quality instructional materials
Increased collaboration in PLC planning
Parental and community involvement
School-wide behavior expectations
Permanent location

Areas of Improvement

Highly effective teaching across the instructional model
Increased student academic achievement and growth
Schoolwide engagement: attendance and participation
Consistency of behavior expectations implementation

The plan uses these findings to focus staff time on instruction, data response, student supports, attendance, and family engagement.

Five improvement priorities for 2025-2026

Each priority pairs a student or implementation outcome with specific drivers and evidence.

1 Tier 1 Instruction
Highly effective instructional strategies

2 ATLAS Achievement
5% increase in Math, ELA, Science

3 ELA & Math Growth
10% increase in students meeting growth goals

4 Attendance Response
Data collection + family/staff communication

5 Parent Engagement
100% engagement by May 2026

Priority Goal 1: Strengthen Tier 1 Instruction

GSA staff will demonstrate highly effective Tier 1 instructional strategies.

Outcome Target

Tier 1

Consistent, highly effective classroom instruction

Weekly / Ongoing

Midyear: stronger walkthrough and PLC evidence

Key implementation drivers

Driver	Evidence / Measure	Cadence / Response
Instructional team meetings	Research-based best practice discussion + data evaluation.	Weekly leadership review; clarify expectations and support data use.
Collaborative team meetings	Classroom Assessments, ATLAS results, exit tickets, instructional rounds.	Weekly PLC review; leadership supports incomplete response plans.
Walkthroughs + reflective coaching	Walkthrough documentation, TESS feedback, coaching notes.	Weekly administrator review; targeted coaching and follow-up observations.
Tier 1 professional development	PD agendas, sign-ins, faculty meeting follow-up.	Ongoing leadership review; adjust PD using walkthrough trends.

Success = documented routines + improved Tier 1 instructional practice

Priority Goal 2: Increase ATLAS Achievement

Increase Math, ELA, and Science achievement by 5% on Summative ATLAS.

Outcome Target

+5%

Summative ATLAS achievement in Math, ELA, and Science

Weekly / Ongoing

Midyear: interim + classroom assessments show gains

Key implementation drivers

Driver	Evidence / Measure	Cadence / Response
PLC data review	Screeners, interim exams, classroom assessments, ATLAS, intervention groups.	Weekly PLC review; leadership supports data-based adjustments.
Leadership observations	Walkthrough documentation and TESS observation data.	Weekly review; coaching and follow-up observations when needed.
Student study team support	Below-grade-level students added to tutoring or intervention agenda.	Ongoing review; verify student support and follow-up.
Targeted PD + external partnership	Instructional fidelity, teacher conferences, DESE/APSRC/NW Coop supports.	Ongoing review; match training to student and teacher needs.

Success = +5% achievement increase with documented PLC and intervention response

Priority Goal 3: Increase ELA and Math Growth

Increase the percentage of students meeting growth goals by 10% on Summative ATLAS.

Outcome Target

+10%

Students meeting ELA and Math growth goals

Monthly

Midyear: screeners and interim exams show progress

Key implementation drivers

Driver	Evidence / Measure	Cadence / Response
Compare data points in PLCs	ATLAS screener, interim exams, classroom assessments, Summative ATLAS.	Weekly/monthly review; adjust instruction and supports.
Reevaluate small groups	Classroom assessments, screeners, testlets, dyslexia screeners.	Monthly review; update group rosters when data change.
High-intensity support	Students in lowest 25th percentile added to study team for tutoring.	Monthly review; verify ownership and follow-up.
Targeted professional development	Beginning-of-year and follow-up PD in faculty meetings.	Yearly/monthly review; adjust coaching based on growth data.

Success = +10% growth target and regular data-based regrouping documented

Priority Goal 4: Attendance Response

Collect attendance data and inform staff and families how attendance affects student outcomes.

Outcome Target

Attend

Students and families understand attendance impact

Aug-May

January: intervention plans and communication evidence

Key implementation drivers

Driver	Evidence / Measure	Cadence / Response
Policy review + education	Attendance policies, absence guidelines, social media and signage.	August 2025 / January 2026 review.
Student Intervention Team	Define excessive absences, examine causes, create intervention plans.	Monthly August-May review; assign ownership and follow up.
Parent communication	Parent meetings, contact logs, letters, follow-up documentation.	Ongoing; ensure prompt contact and support.

Success = regular attendance data collection + documented family/staff communication

Priority Goal 5: Parent Engagement

Achieve 100% parent and guardian engagement by May 2026.

Outcome Target

100%

Parent and guardian engagement by May 2026

By May 2026

Midyear: committee active + updates shared

Key implementation drivers

Driver	Evidence / Measure	Cadence / Response
Communication Committee	Team members, roles, meeting agendas, sign-ins, memos.	Ongoing leadership review; clarify roles and consistency.
Calendar-based updates	Newsletters, Private GroupMe, community and district resource lists.	Ongoing committee review; adjust methods when families miss information.
Engagement documentation	Parent contact and participation records.	Ongoing review; close gaps before May 2026.

Success = active communication systems and 100% parent/guardian engagement documented

What success looks like by the end of 2025-2026

A concise set of outcomes and operating habits that show the plan is working.

+5%

ATLAS achievement increase in Math,
ELA, Science

Cohort Growth by Subject: Spring 2025 to Spring 2026

Growth is shown in percentage points. Target: +5 percentage points overall.

Subject	Cohort	Spring 2025	Spring 2026	Growth	Target	Met Target?
Math	2025 3rd → 2026 4th	25.0	60.0	35.0	5.0	Yes
Math	2025 4th → 2026 5th	40.0	40.0	0.0	5.0	No
Math	2025 5th → 2026 6th	14.0	17.0	3.0	5.0	No
ELA	2025 3rd → 2026 4th	20.0	33.0	13.0	5.0	Yes
ELA	2025 4th → 2026 5th	40.0	20.0	-20.0	5.0	No
ELA	2025 5th → 2026 6th	14.0	20.0	6.0	5.0	Yes
Science	2025 3rd → 2026 4th	31.0	60.0	29.0	5.0	Yes
Science	2025 4th → 2026 5th	40.0	0.0	-40.0	5.0	No
Science	2025 5th → 2026 6th	14.0	17.0	3.0	5.0	No

Subject	Avg Spring 2025	Avg Spring 2026	Overall Growth	Target	Met Overall Target?
Math	26.33333333	39.0	12.7	5.0	Yes
ELA	24.66666667	24.3	-0.3	5.0	No
Science	28.33333333	25.7	-2.7	5.0	No

All Subjects Combined	Avg Spring 2025	Avg Spring 2026	Overall Growth	Target	Met Overall Target?
All Subjects/Cohorts	26.44444444	29.7	3.2	5.0	No

What success looks like by the end of 2025-2026

A concise set of outcomes and operating habits that show the plan is working.

Expected Growth

Students meeting ELA and Math growth goals

Out of 87 students tested, 72 met expected growth in at least one area

100%

Parent and guardian engagement by May 2026

Out of 80 families, 76 are active members of the schoolwide GroupMe app. Which equals 95%. Another

Weekly

PLC data review, walkthroughs, and coaching routines

Staff met weekly and sometimes twice weekly to review data and coaching an average of three weeks out of each month, only taking breaks for school closures

Monthly

Attendance and support-team monitoring

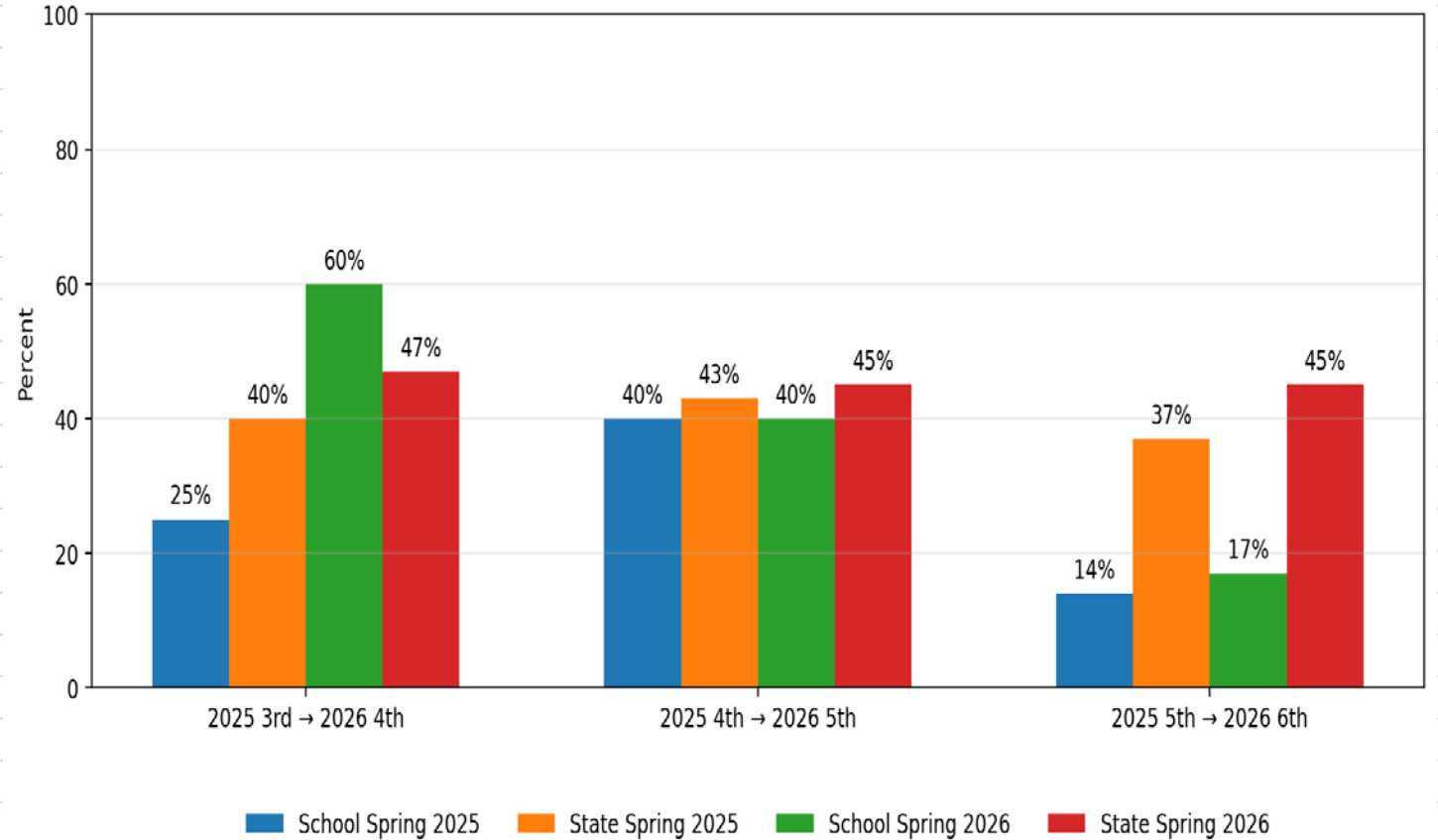
Average Daily Attendance (ADA) for 24-25 was 95.5% ADA for 25-26 is 96.56%

Math cohort

Cohort	Assessment	School %	State %
2025 3rd → 2026	Spring 2025	25	40
2025 3rd → 2026	Fall 2025	0	16
2025 3rd → 2026	Winter 2026	27	25
2025 3rd → 2026	Spring 2026	60	47
2025 4th → 2026	Spring 2025	40	43
2025 4th → 2026	Fall 2025	33	20
2025 4th → 2026	Winter 2026	20	27
2025 4th → 2026	Spring 2026	40	45
2025 5th → 2026	Spring 2025	14	37
2025 5th → 2026	Fall 2025	0	21
2025 5th → 2026	Winter 2026	0	27
2025 5th → 2026	Spring 2026	17	45

Cohort	ng 2025 Sch	ong 2026 Sch	Growth	Met 5% Target
2025 3rd → 2026	25	60	35	Yes
2025 4th → 2026	40	40	0	No
2025 5th → 2026	14	17	3	No
Overall Average	26.33333333	39	12.66666667	Yes

Math Cohort Comparison

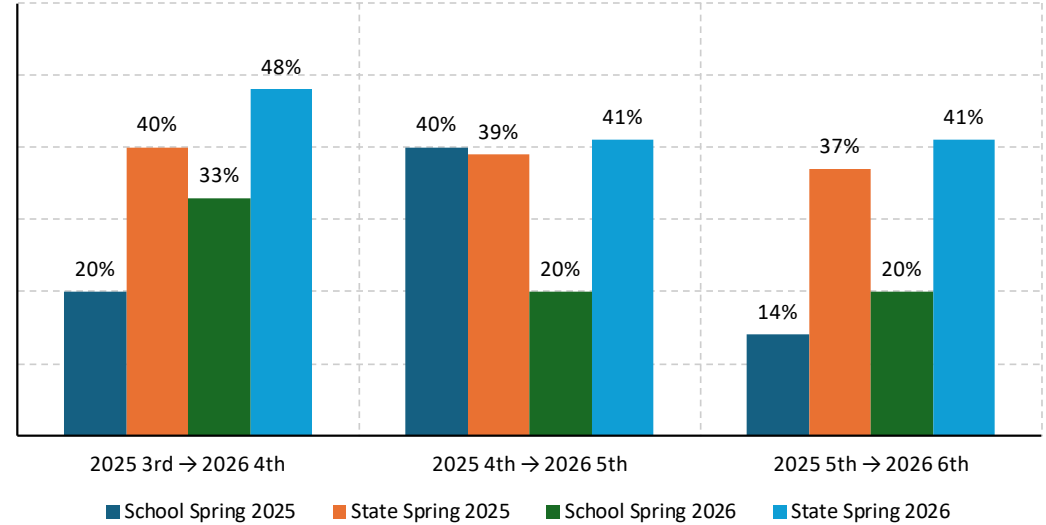


ELA Cohort Data

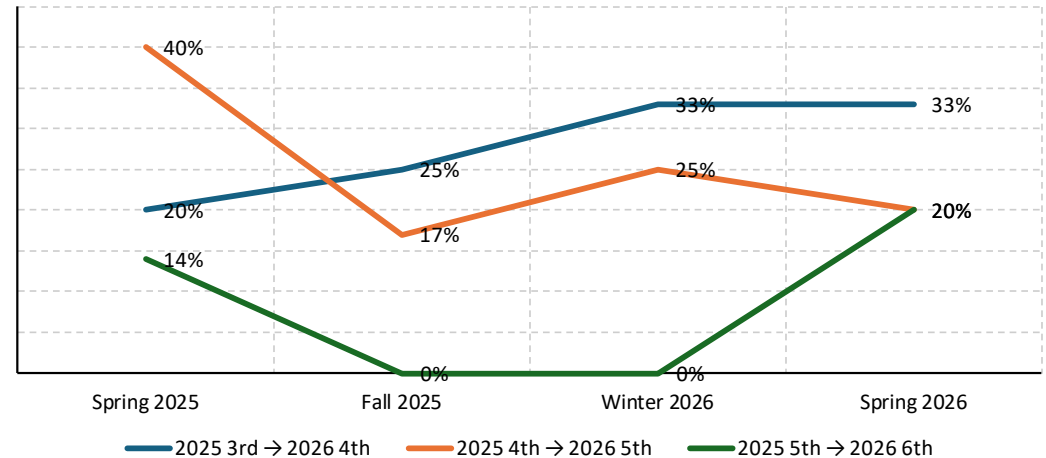
Cohort	Assessment	School %	State %	School vs State Gap
2025 3rd → 2026 4th	Spring 2025	20%	40%	-20%
2025 3rd → 2026 4th	Fall 2025	25%	25%	0%
2025 3rd → 2026 4th	Winter 2026	33%	30%	3%
2025 3rd → 2026 4th	Spring 2026	33%	48%	-15%
2025 4th → 2026 5th	Spring 2025	40%	39%	1%
2025 4th → 2026 5th	Fall 2025	17%	28%	-11%
2025 4th → 2026 5th	Winter 2026	25%	28%	-3%
2025 4th → 2026 5th	Spring 2026	20%	41%	-21%
2025 5th → 2026 6th	Spring 2025	14%	37%	-23%
2025 5th → 2026 6th	Fall 2025	0%	31%	-31%
2025 5th → 2026 6th	Winter 2026	0%	31%	-31%
2025 5th → 2026 6th	Spring 2026	20%	41%	-21%

Cohort	School Spring 2025	State Spring 2025	School Spring 2026	State Spring 2026
2025 3rd → 2026 4th	20%	40%	33%	48%
2025 4th → 2026 5th	40%	39%	20%	41%
2025 5th → 2026 6th	14%	37%	20%	41%

Assessment	2025 3rd → 2026 4th	2025 4th → 2026 5th	2025 5th → 2026 6th
Spring 2025	20%	40%	14%
Fall 2025	25%	17%	0%
Winter 2026	33%	25%	0%
Spring 2026	33%	20%	20%



ELA: School Cohort Trend

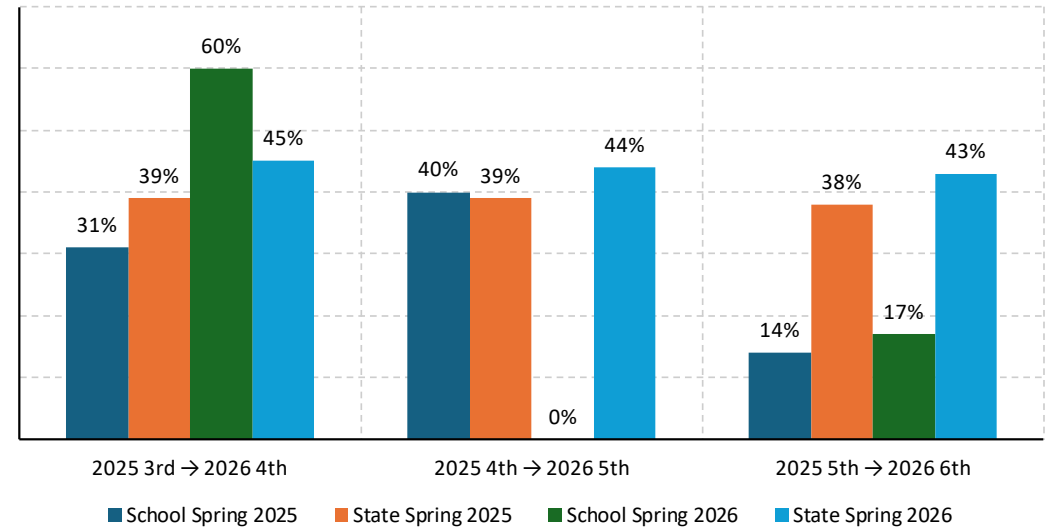


Science Cohort Data

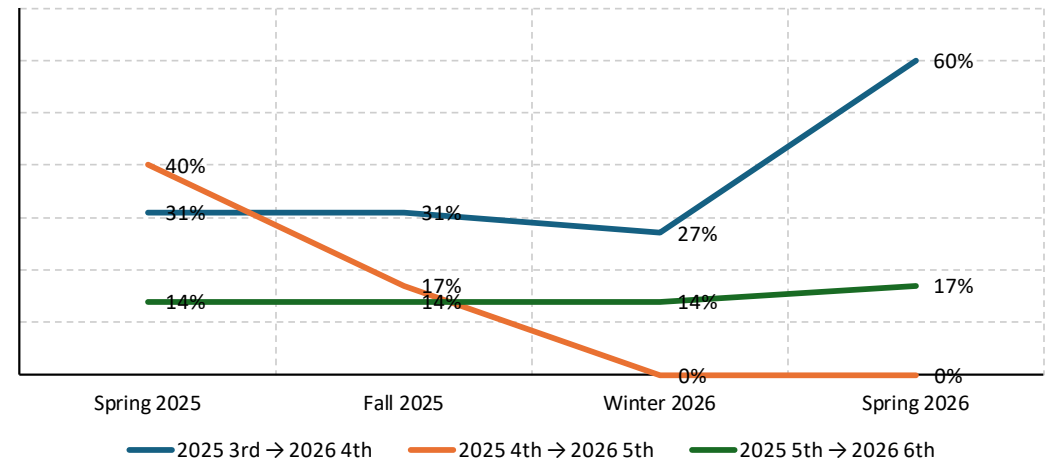
Cohort	Assessment	School %	State %	School vs State Gap
2025 3rd → 2026 4th	Spring 2025	31%	39%	-8%
2025 3rd → 2026 4th	Fall 2025	31%	28%	3%
2025 3rd → 2026 4th	Winter 2026	27%	32%	-5%
2025 3rd → 2026 4th	Spring 2026	60%	45%	15%
2025 4th → 2026 5th	Spring 2025	40%	39%	1%
2025 4th → 2026 5th	Fall 2025	17%	24%	-7%
2025 4th → 2026 5th	Winter 2026	0%	33%	-33%
2025 4th → 2026 5th	Spring 2026	0%	44%	-44%
2025 5th → 2026 6th	Spring 2025	14%	38%	-24%
2025 5th → 2026 6th	Fall 2025	14%	27%	-13%
2025 5th → 2026 6th	Winter 2026	14%	34%	-20%
2025 5th → 2026 6th	Spring 2026	17%	43%	-26%

Cohort	School Spring 2025	State Spring 2025	School Spring 2026	State Spring 2026
2025 3rd → 2026 4th	31%	39%	60%	45%
2025 4th → 2026 5th	40%	39%	0%	44%
2025 5th → 2026 6th	14%	38%	17%	43%

Assessment	2025 3rd → 2026 4th	2025 4th → 2026 5th	2025 5th → 2026 6th
Spring 2025	31%	40%	14%
Fall 2025	31%	17%	14%
Winter 2026	27%	0%	14%
Spring 2026	60%	0%	17%



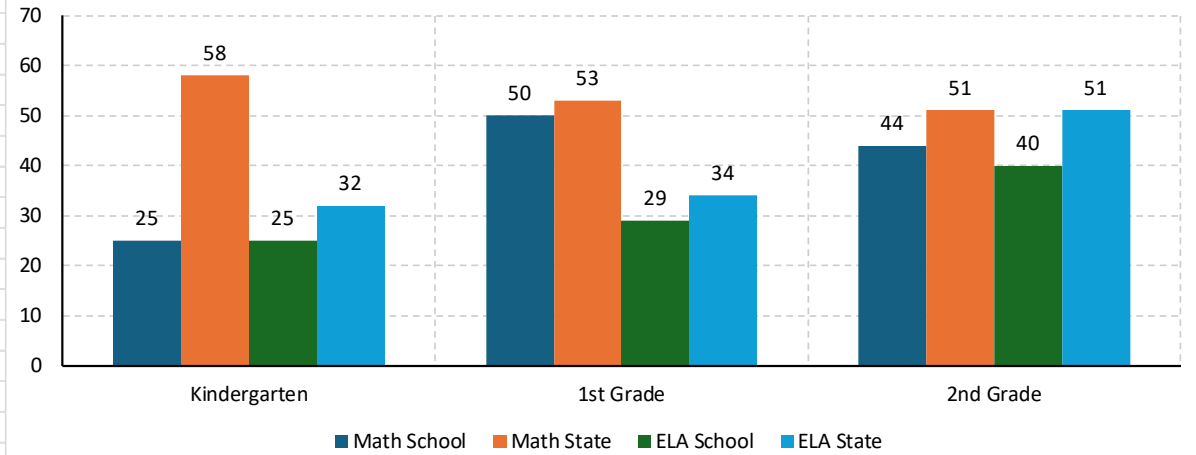
Science: School Cohort Trend



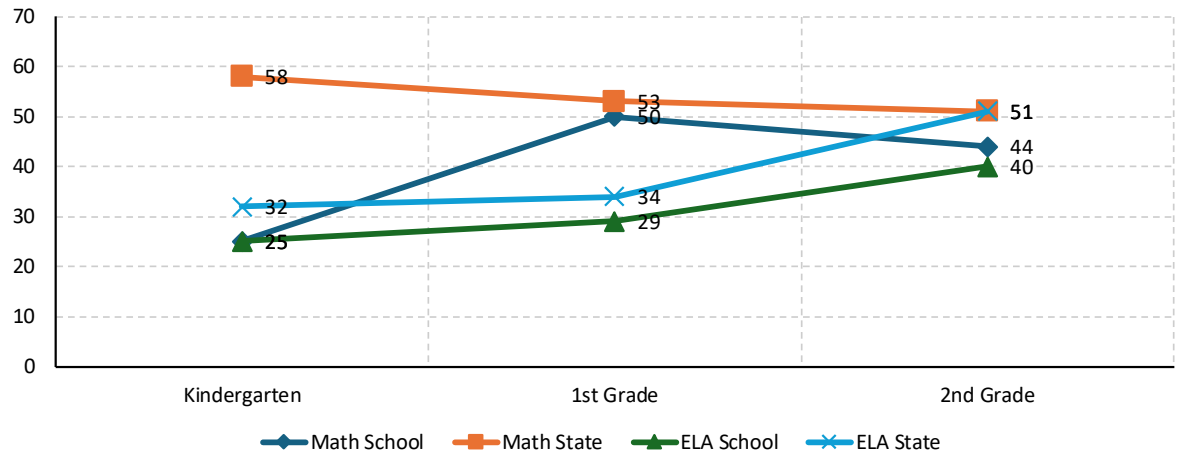
Grade	Subject	School %	State %	School vs State Gap
Kindergarten	Math	25	58	-33
Kindergarten	ELA	25	32	-7
1st Grade	Math	50	53	-3
1st Grade	ELA	29	34	-5
2nd Grade	Math	44	51	-7
2nd Grade	ELA	40	51	-11

Grade	Math School	Math State	ELA School	ELA State
Kindergarten	25	58	25	32
1st Grade	50	53	29	34
2nd Grade	44	51	40	51

K-2 Spring 2026: School vs State



K-2 Spring 2026 Trend by Grade



School context and year-in-review

The plan translates current improvement work into measurable priorities.

Improvement cycle focus

Student achievement and growth
Teacher efficacy and Tier 1 instruction
Student engagement, attendance, and class participation
Parent and guardian involvement

Core shift

From broad activity tracking to disciplined monitoring of outcomes, drivers, evidence sources, and response actions.

Monthly board monitoring

Weekly collaborative review

