



Current Landscape Analysis for Friendship Aspire Academy Little Rock Elementary

I. Brief Performance Snapshot

Provide a concise overview of the school's current academic standing.

Insert Summary:

- School Rating: F
- Key performance trends in ELA, Math, Science:
 - 15% of students scored at Level 3 or 4 in ELA as opposed to the state average of 37%
 - 23% of students scored at Level 3 or 4 in math as opposed to the state average of 40%
 - 14% of students scored at Level 3 or 4 in science as opposed to the state average of 38%
- Student growth trends:
 - 42% of all students met ELA and ELP growth targets as opposed to the state average of 53%
 - 53% of all students met math growth targets surpassing the state average of 52%
 - 38% of all students met ELA and ELP growth targets as opposed to the state average of 49%
- Subgroup performance gaps (SPED, EL, Lowest Quartile):
 - 35% of students in the lowest quartile met growth targets in ELA as opposed to the state average of 52%
 - 38% of students in the lowest quartile met growth targets in math as opposed to the state average of 54%
 - 39% of students in the lowest quartile met growth targets in science as opposed to the state average of 52%
- Additional factors impacting performance (attendance, behavior, mobility):

Additional Factors Contributing to Friendship Aspire Academy Little Rock Garland Receiving an F Rating

- Low overall achievement across ELA, math, and science, with weak academic growth for most students in all tested subjects.
- Inconsistent student attendance throughout the year, which significantly impacted instructional continuity and overall academic performance.
- Early and mid-year teacher turnover in key tested grade levels and subjects, leading to classroom instability, gaps in instructional delivery, and challenges in maintaining curriculum pacing.
- First-year implementation of a new science curriculum, which required major adjustments to the instructional schedule to meet mandated instructional minutes. This transition period affected teacher readiness, pacing, and student mastery.
- Leadership turnover among assistant principals, resulting in reduced instructional support for teachers and contributing to higher disciplinary incidents, which disrupted learning environments.

II. Identified Root Causes

1. Core Instruction & Curriculum

- Instruction is not consistently aligned to Arkansas academic standards, particularly in math; lessons often emphasize procedural practice over conceptual understanding and problem-solving.
- High-quality instructional materials are used inconsistently; pacing and rigor vary widely between teachers and courses.

- Formative assessment practices are uneven, and data are not systematically used to adjust instruction or provide timely support.
- The lack of awareness of the crosswalks between how current curriculum aligned to new Arkansas standards
- Overwhelming amount of novice/uncertified teachers

Campus-Specific Details:

2. Observation and Coaching Cycles

- Coaching and feedback cycles for teachers are inconsistent, with limited follow-up on implementation.
- Teams do not regularly analyze data by student groups (e.g., lowest quartile, special education, English learners) to identify who is off track and why.
- Action steps following data meetings, when they occur, are not clearly documented or monitored for implementation and impact.

Campus-Specific Details: _____

3. Curriculum Pacing and Common Formative Assessments

- Variance in adherence to the established pacing expectations across classrooms in core content areas.
- CFA data is not systematically used to inform reattach cycles or targeted intervention.
- Insufficient teacher support for pacing and assessment implementation.
- Changes in the pacing due to unforeseen circumstances.

Campus-Specific Details: _____

4. PLC's and Data Meetings

- There is no schoolwide, structured routine for reviewing interim assessment data, district common formative assessments, and ATLAS results.
- Teams do not regularly analyze data by student group (e.g., lowest quartile, special education, English learners) to identify who is off track and why.
- Action steps following data meetings, when they occur, are not clearly documented or monitored for implementation and impact.

Campus-Specific Details: _____

III. Current Actions & Improvement Plan Components

Friendship Aspire Academy Little Rock Elementary is prioritizing schoolwide instructional improvement in response to low proficiency in literacy, math, and science; inconsistent implementation of high-quality instructional materials; and limited use

of data to drive teaching and learning. This CAP outlines four strategic priorities to strengthen core instruction, coaching systems, pacing and assessments, and PLC effectiveness.

Priority 1: Core Instruction and HQIM Implementation

Goal: Ensure all students receive rigorous, grade-level instruction every day.

Key Actions:

- Implement HQIM for ELA, Math, and Science with clear instructional non-negotiables.
- Conduct weekly lesson internalization using the gradual release model..
- Facilitate collaborative planning focused on priority standards and exemplar student work.
- Monitor standards mastery to implement real time feedback and intervention.
- Provide professional development and support for effective tier one instructional practices.
- Implement peer instructional support model that allows teachers with proven experience to support other teachers

Campus-Specific Details:

Priority 2: Strengthened Observation & Coaching Cycles

Goal: Build teacher capacity through high-quality feedback and consistent coaching.

Key Actions:

- Implement weekly/biweekly observations using the *See It, Name It, Do It* coaching model.
- Provide actionable teacher practice steps with follow-up within 48 hours.
- Increase coaching frequency for tested grades and teachers needing support.
- Track coaching impact through observation data and student outcomes.

Campus-Specific Details: _____

Priority 3: Curriculum Pacing & Common Formative Assessments (CFAs)

Goal: Align pacing, assessment, and instructional adjustments to ensure mastery of grade-level standards.

Key Actions:

- Adherence to provided pacing guides across all grade levels.
- Administer biweekly CFAs aligned to priority standards.
- Use CFA and exit-ticket data in PLCs to plan targeted reteach.

- Align interventions with specific skill gaps identified in data.

Campus-Specific Details: _____

Priority 4: PLCs & Data Meetings

Goal: Build high-functioning PLCs that drive instructional improvement through data-driven collaboration.

Key Actions:

- Hold weekly PLCs using a consistent protocol and agenda.
- Analyze student work and priority-standard data to identify misconceptions.
- Conduct monthly Data Deep Dives to monitor schoolwide trends.
- Review PLC artifacts (agendas, minutes, action steps) for quality.
- Intentionally track the data and progress of all level 1 scholars and lowest quartile

Campus-Specific Details: _____

Overall Commitment

These four priorities work together to ensure Friendship Aspire Academy Little Rock Elementary delivers rigorous, standards-aligned instruction supported by effective coaching, aligned pacing, and strong data practices. The school will monitor progress monthly and report updates at the March CAP meeting.