



Template

Current Landscape Analysis for Friendship Aspire Academy _____ NLR _____

I. Brief Performance Snapshot

Friendship Aspire Academy NLR received an F rating due to low proficiency in ELA, Math, and Science; limited academic growth for the majority of students; and readiness indicators that fell below state expectations. While the school serves a high-needs student population, current instructional systems and practices are not yet consistently delivering rigorous, grade-level learning or ensuring students are success-ready.

II. Identified Root Causes

1. Core Instruction & Curriculum

- Instruction is not consistently aligned to Arkansas academic standards, particularly in mathematics, where lessons often emphasize procedure over conceptual understanding and problem-solving.
- Formative assessment practices vary widely, and data are not consistently used to adjust instruction or provide timely intervention.
- Instructional expectations for grade-level rigor and standards-based tasks are not consistently met across classrooms.
- Inconsistent use of high-leverage instructional strategies such as modeling, checks for understanding, and student discourse.
- Limited differentiation and scaffolds during whole-group instruction, causing struggling learners to fall behind.

2. Observation and Coaching Cycles

- Coaching and feedback cycles are inconsistent, and follow-up on teacher implementation is limited.
- Teams do not regularly analyze data by student group (e.g., lowest quartile, SPED, EL) to identify students who are off track.
- Action steps following observations or data meetings are not consistently documented or monitored.
- Instructional leadership capacity is stretched due to operational demands, limiting protected time for consistent coaching.

- Feedback often lacks specificity and is not always tied to the highest-leverage instructional moves that impact student learning.

3. Curriculum Pacing and Common Formative Assessments

- Variability in adherence to pacing guides across classrooms and grade levels.
- CFA data is not consistently used to inform reteach cycles or targeted student intervention.
- Teachers need additional support to implement pacing expectations and common assessments effectively.
- Teachers lack clarity on priority standards, resulting in uneven instructional focus across grade levels.
- Intervention blocks are not tightly aligned to CFA data, leading to broad/generalized support rather than targeted skill-based reteaching.

4. PLCs & Data Meetings

- No schoolwide, structured routine exists for reviewing interim assessments, district CFAs, and ATLAS results.
- Teams do not consistently analyze data by subgroup to identify who is not meeting expectations and why.
- Action steps from data meetings are not consistently documented or monitored for impact.
- PLC meetings often shift to logistics rather than deep analysis of student work and instructional strategies.
- Teachers require additional training in data analysis to translate assessment results into actionable instructional adjustments.

III. Current Actions & Improvement Plan Components

Friendship Aspire Academy NLR 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 designed to strengthen core instruction, coaching systems, pacing and assessment practices, 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 provide real-time feedback and intervention.

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 for teachers needing additional support.
- Track coaching impact through observation trends and student performance data.

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

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

Key Actions:

- Ensure consistent adherence to pacing guides across all grade levels.
- Administer biweekly CFAs aligned to priority standards.
- Use CFA and exit-ticket data during PLCs to plan targeted reteach cycles.
- Align interventions to specific skill gaps identified through assessment data.

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 standards to identify misconceptions.

- Conduct monthly Data Deep Dives to monitor schoolwide trends.
- Review PLC artifacts (agendas, minutes, action steps) for quality and alignment.

Overall Commitment

Together, these four priorities create a coherent improvement strategy aimed at transforming teaching and learning at Friendship Aspire Academy NLR. Strengthening core instruction, building consistent coaching systems, aligning pacing and assessment practices, and improving PLC effectiveness establishes the foundation for sustained academic improvement. These interconnected systems support teachers in planning effectively, responding to data with precision, and delivering rigorous, standards-aligned instruction every day. Leadership will monitor progress monthly by reviewing instructional walkthrough data, assessment results, and implementation evidence.