

Current Landscape Analysis for Garfield Scholars' Academy

December 12, 2025

I. Brief Performance Snapshot

Garfield Scholars' Academy received an **F rating** based on low overall achievement in ELA, math, and science; weak growth for most students and our lowest 25%. The school serves a high-need population, but systems and practices from the 24-25 school year were not consistently delivering success-ready outcomes.

II. Identified Root Causes

1. Core Instruction & Curriculum

- High-quality instructional materials are used inconsistently; pacing and rigor vary widely between teachers and courses.
- Formative assessment practices are uneven, and data were not systematically used to adjust instruction or provide timely support.
- Two former staff members were not fulfilling the expectations of the curriculum during the 24-25 school year. This was monitored through repeated observations and conversations.

2. Data Use & Progress Monitoring

- Action steps following data meetings, when they occur, were not clearly documented or monitored for implementation and impact.
- The school's Response to Intervention system has lacked consistent implementation of a protected intervention block, resulting in uneven Tier II/III dosage, inconsistent progress monitoring, and limited growth for the bottom 25% of students.

3. Talent, Support, and Conditions

- Highly effective teachers were difficult to recruit and retain due to geographical location and difficulty in paying competitive salaries.
- Coaching and feedback cycles for teachers were inconsistent. The district had a waiver for the Educator Effectiveness System.
- Chronic absenteeism, behavior challenges, and variable classroom culture reduce instructional time and undermine learning.

4. Schoolwide Multi-Tiered System of Support for Behavior

- Staff have not used a unified schoolwide behavior matrix and common response procedures, creating variability in classroom management and reducing the effectiveness of Tier I prevention for students most at risk.
- Tier II behavior interventions (e.g., CICO, social skills groups, self-monitoring) have not been implemented with consistent dosage and documentation, limiting the school's ability to measure intervention effectiveness and adjust supports.
- Limited training and coaching in evidence-based behavior supports has reduced staff capacity to implement preventive strategies and targeted interventions with fidelity across settings.

III. Current Actions & Improvement Plan Components

The school began to address these root causes and is organizing its school improvement work around four priorities.

Priority 1: Strengthen Core Instruction

Key Actions (2025–2026):

- Implement a vetted, high-quality, standards-aligned curriculum in math and ELA with common pacing guides and non-negotiable expectations for lesson components.
 - Establish weekly collaborative planning meetings where teachers analyze upcoming standards, plan lessons, and review student work.
 - Implement short-cycle formative assessments every 2–3 weeks and require teachers to adjust instruction based on results.
 - Use the ADE Quality of Practice Assessment to monitor instructional implementation and provide targeted coaching to teachers whose classrooms show misalignment or low rigor.
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Priority 2: Build a Coherent Data & Monitoring System

Key Actions (2025–2026):

- Create a schoolwide data calendar, identifying when interim assessments, progress reports, and data meetings occur and who is responsible.
 - Hold weekly data meetings for core content teams, using a standard protocol focused on:
 - Identifying students who are off track, particularly those in the lowest quartile;
 - Determining specific skill gaps;
 - Selecting targeted interventions during core instruction and intervention blocks.
 - Develop dashboards for leadership and the board to monitor attendance, discipline, course failures, and interim assessment results, with specific triggers for additional support.
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Priority 3: Talent and Support Aligned to Need

Key Actions (2025–2026)

- Analyze educator assignments and strategically place the most effective teachers and leaders in D- and F-rated grade spans and tested subjects.
- Implement quarterly observation and feedback cycles for all teachers, with increased frequency for those in tested areas or whose students show low growth.
- Provide professional learning tied directly to the identified needs (standards-aligned instruction, formative assessment, classroom management) and measure its impact through classroom observations and student data.
- Fulfill the requirements of the High Impact Tutoring Grant Allocation by hiring a certified or highly qualified instructional aide to implement tutoring cycles for students identified at risk in K-3rd grades.

Priority 4: MTSS Schoolwide Behavior

Key Actions (2025–2026)

- Fix Tier I consistency by developing/revising a schoolwide behavior system
- Implement a consistent menu of Tier 2 Supports
- Use a schoolwide set of forms for documentation.
- Strengthen classroom management support
- Improve family communication
- Add Tier 3 Problem solving for repeat offenders

These actions will be further detailed in the comprehensive School Improvement Plan submitted for approval at the March CAP meeting, including specific metrics, timelines, and responsible parties.