



Friendship Aspire Academy
Public Charter School
ARKANSAS

CHARTER AUTHORIZING PANEL PRESENTATION

January 29th 2026

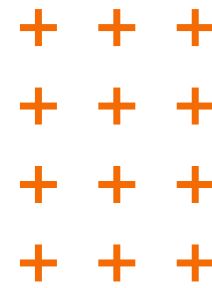


www.friendshipaspire.org

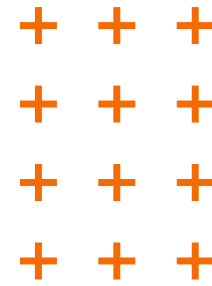
OUR MISSION

The mission of Friendship Aspire Academy Arkansas is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning and develop as ethical, literate, well-rounded and self-sufficient citizens.

Friendship Aspire seeks to fulfill this mission by providing students a high quality, liberal arts education focused on preparing students with the academic and life skills needed to be successful in college and beyond.



TEAM MEMBERS



Jeff Pulliam- FEF Board President

Joe Harris- CEO, Friendship Education Foundation

Dr. Phong Tran Superintendent

Toni Dickerson- Director of Academics

Ashley Williams- Principal, PB Downtown

Dr. Carol Redfield-Mims- Principal, Hazel Elementary

William Kendrick - Principal, North Little Rock

Johnny Laine Jr- Principal, Little Rock Garland K-8





PREVIOUS YEAR(S) DATA

	2021-2022	2022-2023	2023-2024
HAZEL STREET CAMPUS	C	C	N/A
PINE BLUFF DOWNTOWN CAMPUS	N/A	B	N/A

All information provided is based on the school letter grade standards established by DESE. Reference links are included below.

24-25 Hazel Elementary : <https://myschoolinfo.arkansas.gov/school/3544701/>
24-25 PBDT Elementary: <https://myschoolinfo.arkansas.gov/school/3544707/>



PREVIOUS YEAR(S) DATA

DATA FROM THE 2024 -2025 SCHOOL YEAR

	ELA	MATH	SCIENCE
HAZEL STREET CAMPUS	30%	39%	28%
PINE BLUFF DOWNTOWN CAMPUS	36%	39%	39%
STATE AVERAGE	37%	40%	38%

FAA ROOT CAUSES

1. Staffing & Personnel:

- Novice teachers
- Teacher Placement
- Leadership Transitions

2. Instructional Model:

- Tier 1 Instruction
- Intervention
- Coaching & Feedback

3. Instructional systems:

- Curriculum Implementation
- PLC
- Data Analysis



25-26 INSTRUCTIONAL FOCUS

- **Standards Internalization** equips teachers to deliver rigorous, standards - aligned instruction.
 - Intensive standards internalization professional development
 - On - going lesson internalization support through PLC and one - on - one coaching sessions
- **Observation & Coaching Cycles** provide timely feedback and differentiated teacher support.
 - Restructuring the Intensive Curriculum Unit(ICU)
 - Aligned observation tool rooted in the TESS rubric



25-26 INSTRUCTIONAL FOCUS

- **PLCs and Data Meetings** foster collaboration and data -driven decision making to close learning gaps quickly.
 - Weekly PLC and Data meeting cycles across all campuses
- **Pacing & CFA Assessments** guarantee accountability to and the curriculum and drive real-time instructional adjustments.
 - District provided pacing calendars for core content
 - Common Formative Assessments across all 3 - 11 grade levels & contents





Tier 1: Grade-Level Instruction for ALL Students



Who: 100% of Students



When: Whole Group Instruction
during regular class periods



Purpose: Prevent Learning Gaps

Key Instructional Features



Explicit, Direct
Instruction



Standards-Aligned
Curriculum



Consistent Routines
& Expectations



Ongoing Formative
Assessment



Differentiation
Within the Lesson

Common Tier 1 Strategies



I Do – We Do – You Do



Modeling & Think-Alouds



Checks for Understanding (Whiteboards, Exit Tickets)



Small-Group Differentiation



Guided Practice with Feedback



Spiral Review



HOW TO USE TIER 1 INSTRUCTION

Tier 1 Instruction is high-quality, grade-level instruction provided to all students in a general whole group setting during a standard class period.

- Implement **every day, in every classroom**
- **Plan intentionally** before instruction
- Use frequent formative assessment to **adjust instruction**
- **Ensure consistency** across grade levels and content areas

THE B.I.G. D.E.A.L.

The BIG DEAL Intervention Plan builds targeted interventions for growth using Data, Execution, Adjustments, and Learning.

Multiple data sources are used to identify skill gaps and guide standards-aligned instruction delivered with fidelity in small, flexible groups.

Student progress is monitored frequently, allowing teams to adjust instruction based on real-time evidence.

This approach ensures interventions lead to measurable learning gains and increased proficiency on Arkansas state standards.



BIG DEAL

Intervention Framework



Accelerating Proficiency on Arkansas State Standards

BIG DEAL Intervention Framework



PINE BLUFF DOWNTOWN CAMPUS CORRECTIVE ACTIONS

Tier 2 Intervention:

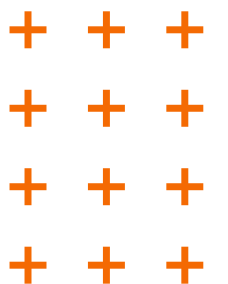
- Analyzed i-Ready data to identify precise skills deficits
- Daily deliver of small group instruction
- Grade level essential skills needing mastery by specific need
- Non-negotiable daily 60 minute intervention block

Staffing Improvements:

- Experienced ELA teacher
- Math instructional coach co-teaching with novice teacher to build skill capacity
- due to teacher resignation.
- Leadership Coaching through CORE Coach

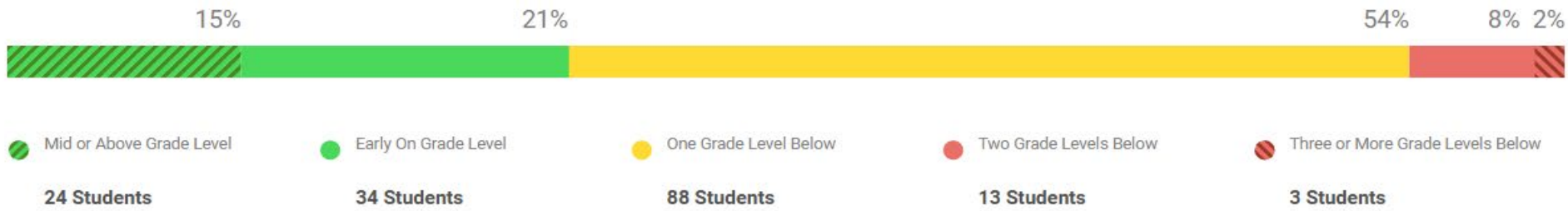
Instructional Strengths:

- Utilize our HQIM with fidelity
- Conduct weekly lesson internalization to ensure strong planning
- Meet weekly as a team to make instructional adjustments.
- Focus on building solid foundational skills K-2 to reduce learning gap for long term academic success.



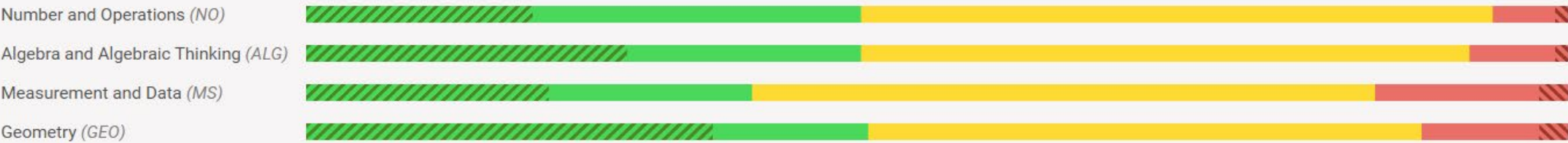
PINE BLUFF DOWNTOWN CAMPUS CURRENT LANDSCAPE K3

MATH

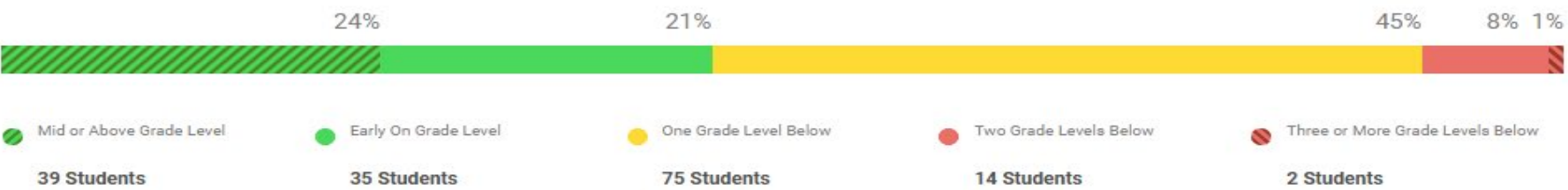


[The Mapping Between 5-Level and 3-Level Placements](#)

▼ Placement by Domain



READING

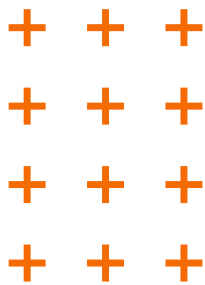


[The Mapping Between 5-Level and 3-Level Placements](#)

▼ Placement by Domain



Not assessed (due to grade or domain exempted)



PINE BLUFF DOWNTOWN CAMPUS CURRENT LANDSCAPE 3RD GRADE DATA



Downtown https://myschoolinfo.arkansas.gov/school/3544707	GR 3	Math	Reading	Science
	CFA 1	39%	34%	17%
	CFA 2	56%	50%	33%
	CFA 3	66%	49%	41%
	CFA 4	55%	37%	39%
Interim Assessment 1		8%	32%	16%
State Interim Assessment 1		7%	19%	18% ▾
2024-25 Interim Assessment 1		9%	17%	11%
2024-25 Summative		39%	39%	39%

HAZEL STREET CAMPUS CORRECTIVE ACTIONS

We identified three critical system areas:

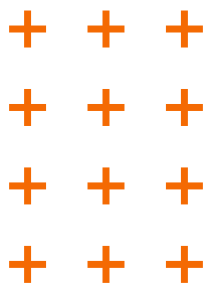
- **Data systems** – ensuring that data is timely, accurate, and accessible so that teachers and leaders can make informed instructional decisions.
- **Data meetings** – strengthening the structure and purpose of our data meetings so they are focused on action, not just analysis.
- **Intervention systems** – ensuring that intervention is not random or optional, but intentional, scheduled, and aligned to student need.

We focused on instructional practices and asked: What instructional practices need support to improve outcomes for students?

- We centered our work around:
 - **High -Quality Instructional Materials (HQIM)** – ensuring that teachers are not only using HQIM, but using them with fidelity and purpose.
 - **Lesson internalization** – supporting teachers in deeply understanding the standards, the lesson design, and the intended learning outcomes before instruction begins.
 - **Small group instruction** – strengthening targeted, data-driven small groups so students receive differentiated support based on their specific gaps and strengths.

We were very intentional about identifying what we will protect as non-negotiable priorities, because improvement does not happen by accident —it happens when leaders protect what matters most.

- We committed to protecting:
 - **Instructional time** – minimizing disruptions and maximizing time engaged in rigorous, grade-level learning.
 - **Intervention time** – ensuring intervention is protected, scheduled, and treated as essential—not optional.
 - **Professional Learning Communities (PLCs)** – protecting collaborative time for teachers to plan, analyze data, and refine instruction together.



HAZEL STREET CAMPUS CURRENT LANDSCAPE



Hazel Elem https://myschoolinfo.arkansas.gov/school/3544701/		3	4	5
Math	CFA 1	22%	58%	31%
	CFA 2	40%	66%	22%
	CFA 3	51%	46%	34%
	CFA 4	33%	42%	49%
Interim Assessment 1		1%	20%	17%
State Interim Assessment 1		7%	16%	20%
2024-25 Interim Assessment 1		10%	19%	18%
2024-25 Summative		40%	50%	25%
Reading	CFA 1	25%	27%	36%
	CFA 2	32%	41%	55%
	CFA 3	41%	33%	45%
	CFA 4	33%	36%	65%
Interim Assessment 1		8%	21%	26%
State Interim Assessment 1		17%	25%	28%
2024-25 Interim Assessment 1		14%	21%	14%
2024-25 Summative		32%	28%	28%

NORTH LITTLE ROCK CAMPUS CORRECTIVE ACTIONS

Instructional Improvements

Strengthened Instructional Systems

Staff participate in weekly PLCs every Tuesday

State appointed literacy specialist supports campus weekly

Improved Instructional alignment and data -driven decision -making.

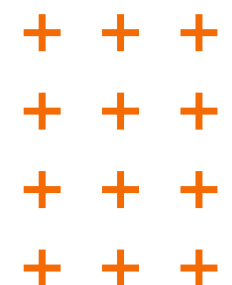
Structured Daily Interventions

A twice -daily intervention schedule has been implemented:

- ELA intervention in the morning
- Math intervention in the afternoon

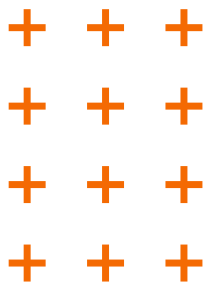
Reduced Class Size for Targeted Instruction

Third-grade enrollment has decreased from 17 to 14 scholars, enabling more intentional and individualized instruction.



NORTH LITTLE ROCK CAMPUS CURRENT LANDSCAPE

NLR https://myschoolinfo.arkansas.gov/school/3544710	GR 3	Math	Reading	Science
	CFA 1	22%	24%	17%
	CFA 2	64%	39%	32%
	CFA 3	81%	37%	38%
	CFA 4	44%	36%	62%
Interim Assessment 1		27%	20%	13%
State Interim Assessment 1		7%	19%	18%
2024-25 Interim Assessment 1		0%	0%	0%
2024-25 Summative		19%	13%	19%



LITTLE ROCK GARLAND CORRECTIVE ACTIONS

Personnel Changes

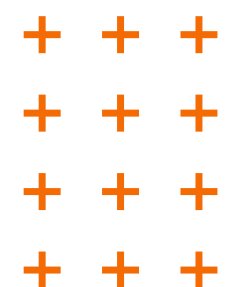
- Realigned personnel for more experience in our lower performing grades/subjects
- Appointed to lead teachers to support novice teachers in addition to state support for novice teachers
- Restructured leadership team

Professional Development

- Added professional development days
- Implemented flex planning days to support collaboration
- Data analysis/response meetings

Instructional Focus:

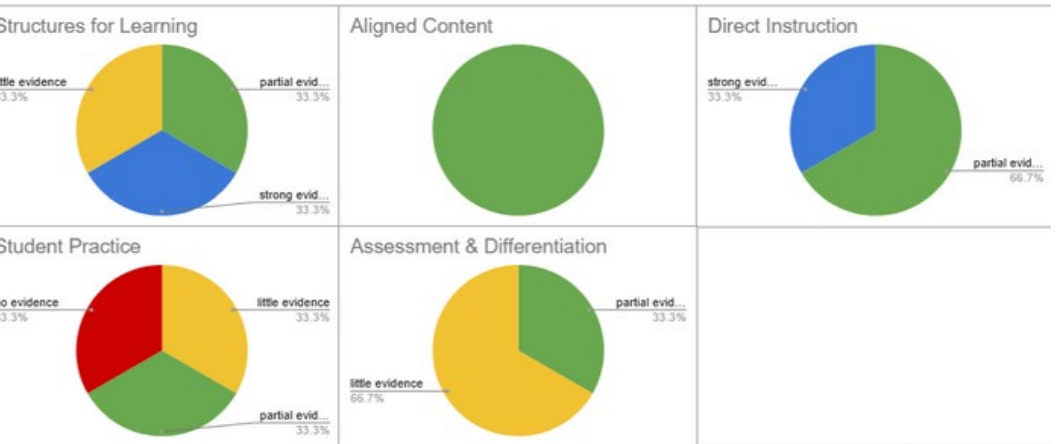
- Balanced focus on Tier one instruction and intervention
- Intervention implemented for all scholars math, reading, and science
- Completed curriculum assessment for standards coverage
- Implementation of new science curriculum (Amplify)
- Removed NWEA testing, platform diagnostics, & regulated common formative assessment schedule



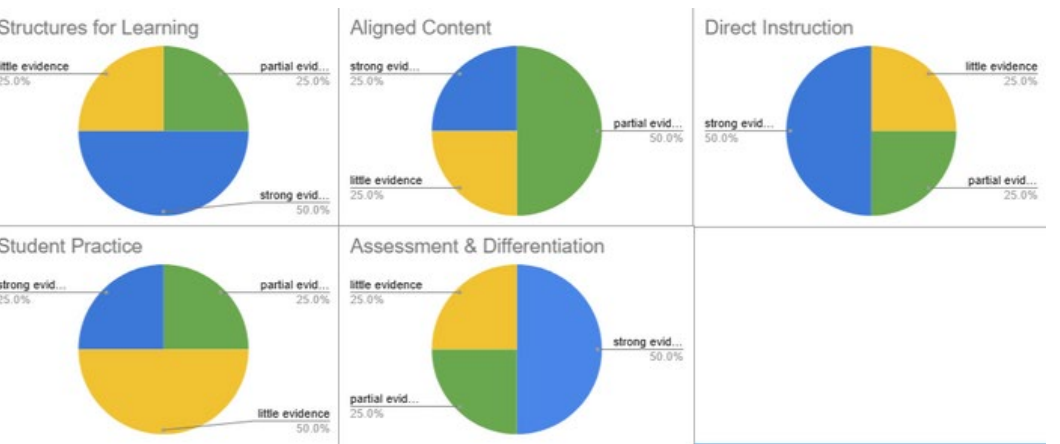
TEACHER PERFORMANCE
DATA POINTS



OCTOBER



NOVEMBER



DECEMBER

LITTLE ROCK GARLAND CAMPUS
CURRENT LANDSCAPE



Through intentional professional development, observations, feedback, & PLC’s we’ve seen a direct positive impact on teachers instructional performance in the following areas:

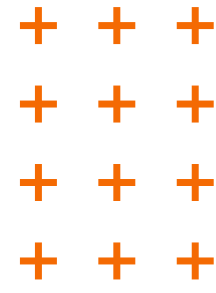
- Structures for learning
- Aligning content
- Direct Instruction
- Student Practice
- Assessment & differentiation

Which has led to the following:

- Growth in achievement on district common formative assessments
- Greater achievement on our 2025 -26 Interim assessment 1 in comparison to 2024 -25 interim assessment 1
- Scored at or above state average for on Interim assessment 1

MOST RECENT STUDENT PERFORMANCE
DATA

Garland Elem https://myschoolinfo.arkansas.gov/school/3544204		3	4	5
Math	CFA 1	61%	67%	44%
	CFA 2	68%	77%	59%
	CFA 3	78%	50%	33%
	CFA 4	73%	49%	58%
2025- 26 Interim Assessment 1		19%	16%	23%
2025-26 State Interim Assessment 1		7%	16%	20%
2024-25 Interim Assessment 1		11%	11%	7%
Reading	CFA 1	30%	26%	33%
	CFA 2	35%	42%	38%
	CFA 3	41%	34%	35%
	CFA 4	34%	38%	58%
Interim Assessment 1		19%	18%	6%
State Interim Assessment 1		19%	25%	28%
2024-25 Interim Assessment 1		6%	3%	0%



QUESTIONS?

