



Friendship Aspire Academy
Public Charter School
ARKANSAS

CHARTER AUTHORIZING PANEL PRESENTATION

May 21st 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.

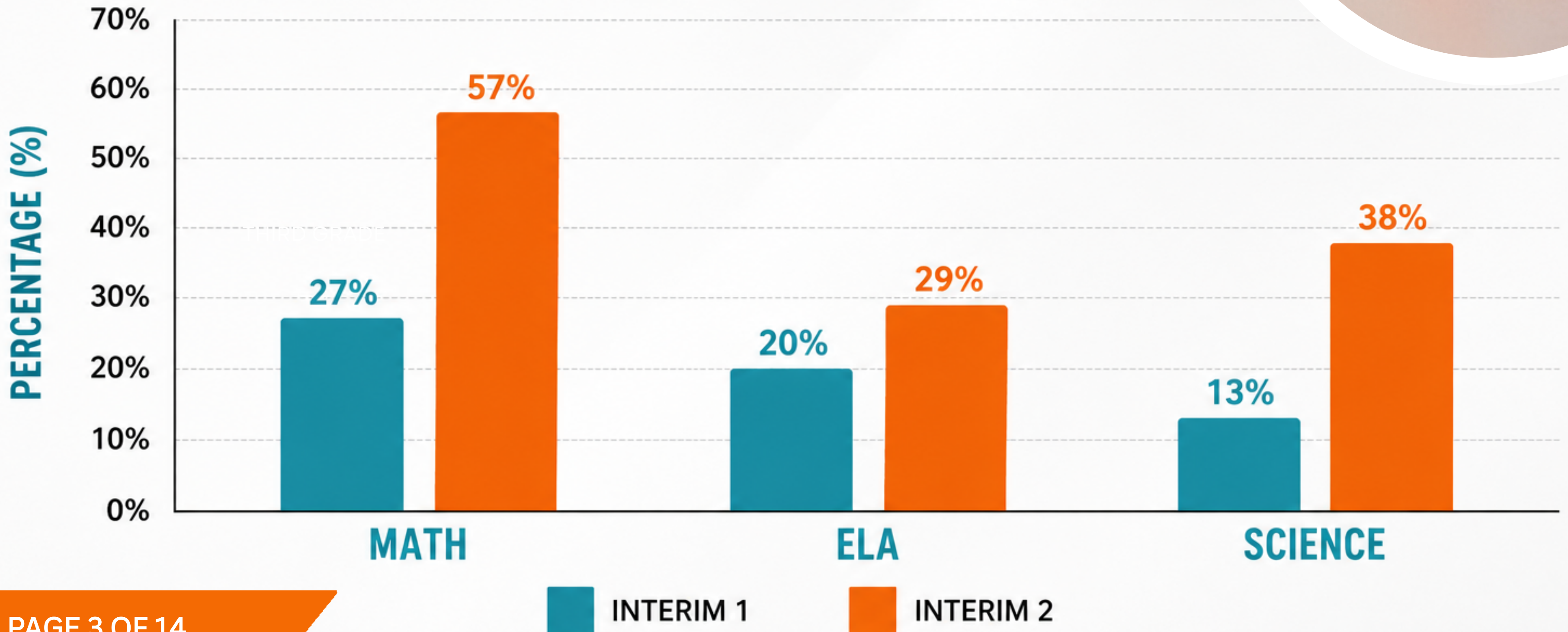
Friendship Aspire seeks to fulfill this mission by providing students a high quality, liberal arts education focused on preparing students with the academic and life skills needed to be successful in college and beyond.





NLR ATLAS INTERIM DATA

2025-2026 SCHOOL YEAR



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.

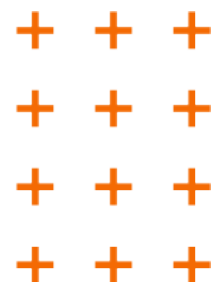
Structured Daily Interventions

A twice-daily intervention schedule has been implemented:

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

Reduced Class Size for Targeted Instruction

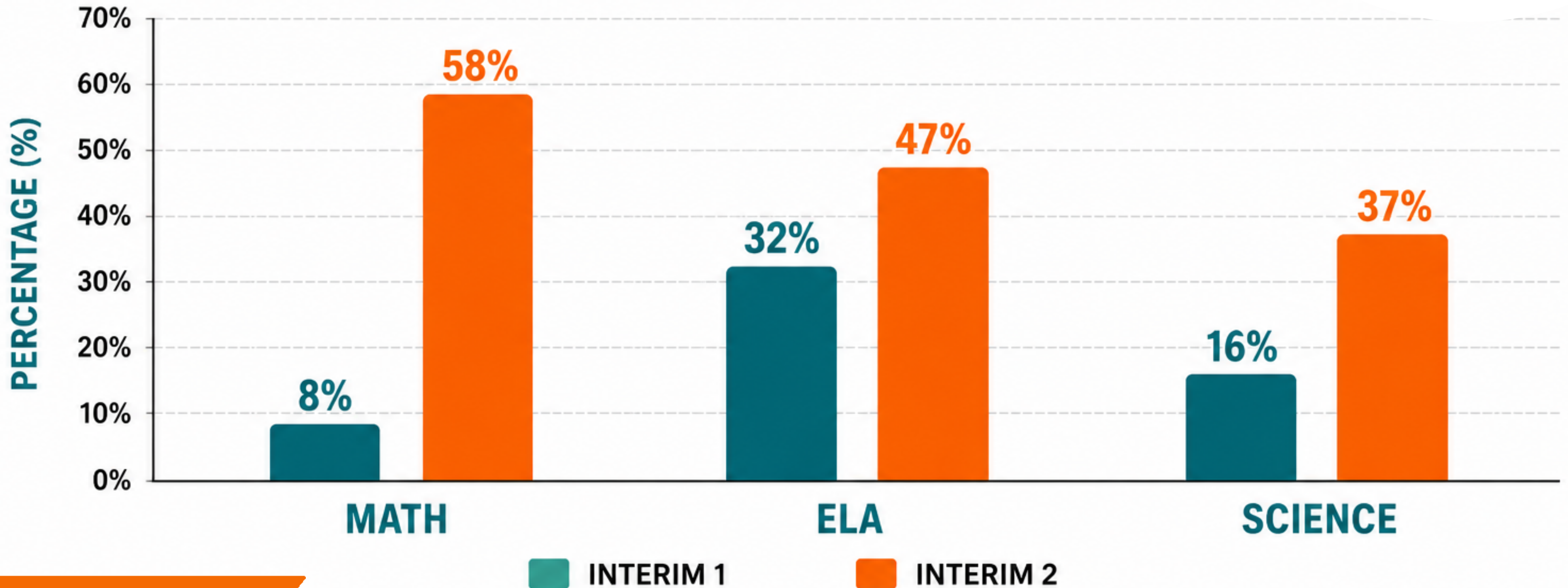
Third-grade enrollment has decreased from 17 to 14 scholars, enabling more intentional and individualized instruction.





PINE BLUFF DOWNTOWN ATLAS INTERIM DATA

2025-2026 SCHOOL YEAR



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

Outcome: By consistently identifying and remediating skills deficits through intervention it improved proficiency

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

Outcome: With an experienced ELA teacher and the instructional math coach leading instruction, data was utilized to adjust instruction which led to stronger instructional support and increased proficiency.

Instructional Strengths:

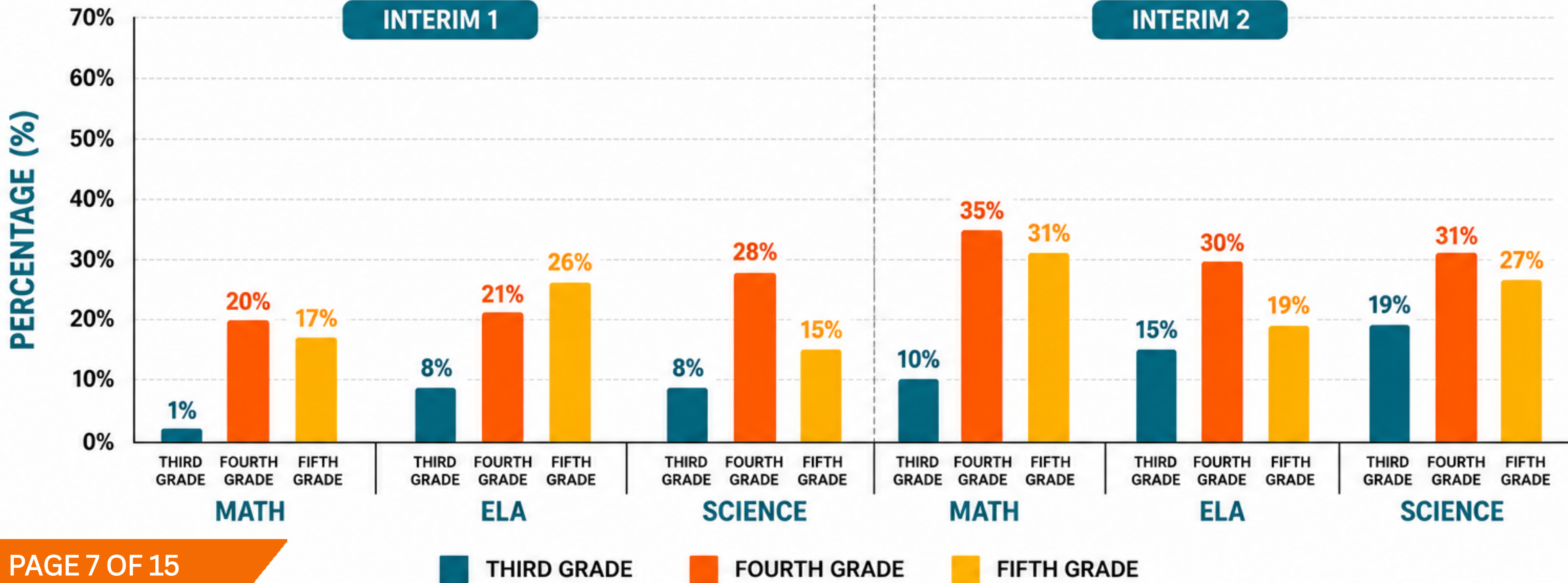
- Utilize our HQIM with fidelity
- Conduct weekly lesson internalization to ensure strong planning
- Meet weekly as a team to make instructional adjustments.
- Focus on building solid foundational skills K-2 to reduce learning gap for long term academic success.

Outcome: Maintain instructional strengths and deepen understanding of standards and vertical alignment to ensure we continue to meet the needs of all scholars.



PINE BLUFF HAZEL ATLAS INTERIM DATA

2025-2026 SCHOOL YEAR



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. + + +



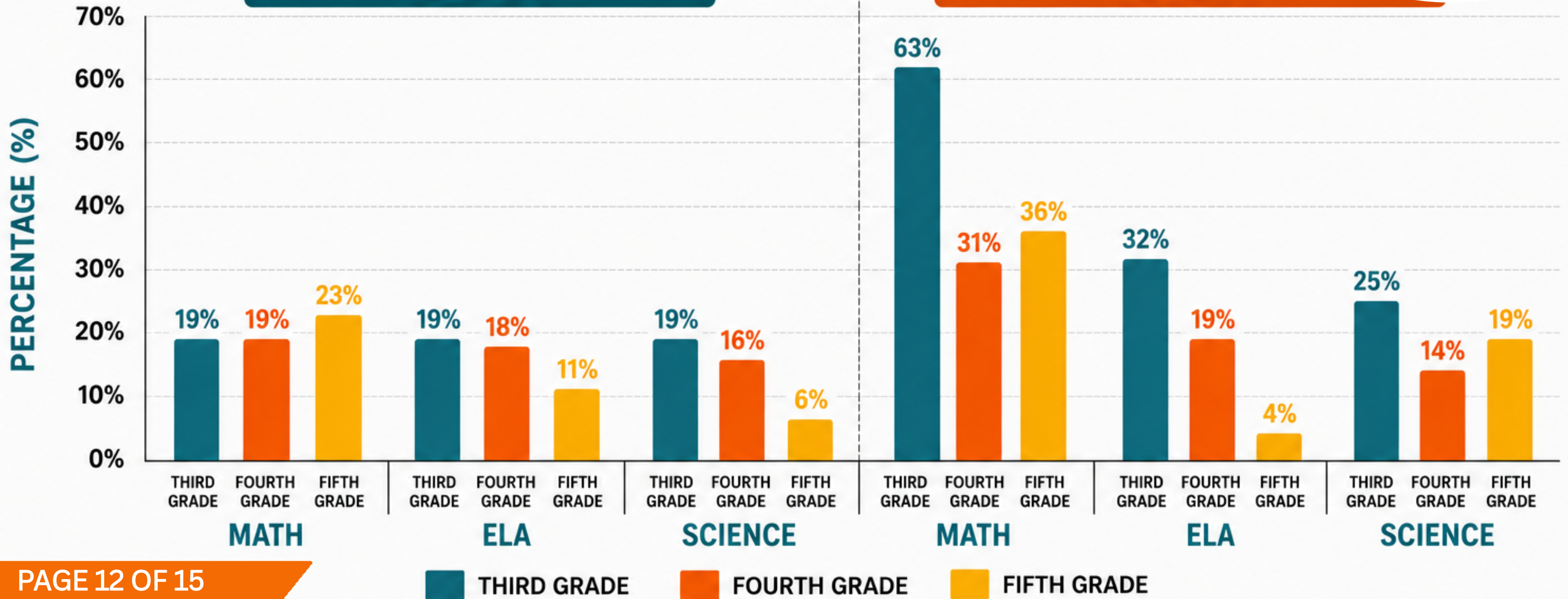
GARLAND ATLAS INTERIM DATA

2025-2026 SCHOOL YEAR



INTERIM 1

INTERIM 2



LITTLE ROCK GARLAND

Strategic Supports That Made an Impact



Corrective Actions from Last Meeting

- Restructured the leadership team to strengthen instructional oversight and accountability.
- Conducted regular data analysis and response meetings to monitor scholar progress and instructional effectiveness.
- Balanced focus on strong Tier I instruction and targeted intervention support.
- Implemented interventions for all scholars in Math, Reading, and Science.
- Completed curriculum assessment reviews to ensure standards coverage and alignment.

Instructional Systems

- Levelized grouping in tier 2 provided targeted instruction based on scholar needs.
- Data-driven small groups and intervention cycles strengthened Tier I instruction.
- Focused instructional planning and standards alignment improved scholar outcomes.

Intervention & Support

- Saturday Academic Learning Academy yielded strong results, especially in 3rd grade.
- Scholars who attended consistently showed the highest levels of growth and proficiency gains.
- Support from the ICU Team strengthened intervention systems and scholar achievement.

Next Steps for 2026–2027 Building on Our Growth

LITTLE ROCK GARLAND

Academic Priorities

- Continue strengthening Tier I instruction across all content areas.
- Increase the number of scholars performing at Levels 3 and 4.
- Maintain a strong focus on Math while accelerating growth in ELA and Science.
- Strengthen vertical alignment and standards-based instruction across grade levels.

Strengthening ELA Instruction

- Increase focus on rigorous, standards-aligned literacy instruction across all grade levels.
- Strengthen foundational reading skills, comprehension, vocabulary, and written responses.
- Implement more consistent small-group literacy intervention and progress monitoring.
- Continue supporting teachers with literacy-focused professional development and coaching.





QUESTIONS?

