

HOPE ACADEMY OF NORTHWEST ARKANSAS

Annual Report

OVERVIEW

Our district has one open-enrollment charter school, Hope Academy of Northwest Arkansas (Hope Academy). The mission of Hope Academy is to provide students with a safe, positive, trauma-informed academic environment that will nurture their love for learning and confidence in life. At Hope Academy, trauma is defined as “detrimental events that have occurred in a child’s life that significantly impact the child’s ability to cognitively and behaviorally function in a classroom setting.”

Trauma in the life of a young child can manifest itself in a number of ways. At Hope Academy, our definition of trauma will include the following:

- Physical, sexual, or emotional child abuse
- Physical, emotional, or educational neglect
- Abandonment
- Time in foster care
- Witness to domestic violence
- Experience living in a chronically chaotic environment in which housing and/or financial resources are not consistently available
- Experience living with household dysfunction (mental illness, substance abuse, incarcerated relatives, absent parent)

Hope Academy is an affiliate of the Northwest Arkansas Children’s Shelter (NWACS). NWACS is a private, non-profit organization that provides 24-hour residential, emergency triage care for children throughout Arkansas who are victims of abandonment, abuse or neglect. Our mission is to provide these children in crisis with a safe haven, high-quality care and hope for the future.

The NWACS program focuses on meeting the basic needs of the children so they can feel safe and begin to heal from the trauma they have experienced. Meeting these basic needs is one of the first ways that our staff can begin to build trust with the children in our care – many of whom have never been able to trust the adults in their lives. These basic needs include:

- A warm bed
- Consistent, balanced meals
- Healthy snacks
- Clean, well-fitting clothing
- Access to baths/showers and personal hygiene items

And most importantly

- Loving care provided 24-hours per day

Beyond meeting basic needs, we offer or facilitate a wide range of services that help our kids begin the process of healing and trusting adults, including medical, dental and counselling. For more than 21 years, NWACS has operated a school on site for residents of the Shelter. Our goal is to expand those much-needed services beyond our

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residents at the Shelter to children throughout Northwest Arkansas who will benefit greatly from a trauma-informed educational setting. This expansion of services will allow us to begin to break the cycle of abuse and trauma and provide hope to vulnerable children and families.

On October 10, 2019, the Arkansas Department of Education Board of Directors unanimously ratified the Arkansas Charter Authorizing Panel approval of Hope Academy of Northwest Arkansas! Hope Academy, the first trauma-informed school in Arkansas, opened on the Northwest Arkansas Children's Shelter campus in August 2020. The charter school is an expansion of the mission of the Shelter and fills an educational gap that currently exists in Northwest Arkansas. Children who have experienced trauma, many of whom have the same profile as our current residents, are now be able to find specialized, small classes taught by trauma-trained teachers who strive to create a safe environment for the children to learn, cope, manage and thrive. Our teachers and staff are specially trained to provide an educational space for learners with unique needs. Our team-based approach fosters student success by understanding and meeting physiological, social and emotional needs of students. Our goal is that students will make a successful transition from Hope Academy to a traditional public school classroom.

OUR MODEL

We opened K-3 in our first year. Each class had no more than 10 children, 1 teacher and 2 para professionals. Instruction was highly individualized in very small groups. As social and emotional skills developed, the group sizes became larger. A family advocate was used along with our counselor and teachers to frequently communicate techniques we use and observations about each child's needs and progress. Our desire is to help families understand what we see working with their children so they can use and reinforce the structure used with their children at school. And we want to know the same from the parent. We want to understand what we can do to reinforce techniques they use and see as successful with their child. Working together, we hope to accelerate the social and emotional development of our children. We see the following as a keys to success:

- Highly individualized instruction with small class sizes
- Strong partnership with families
- Excellent teaching staff and para professionals
- Family advocate that facilitates communication between families and our staff

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HOPE'S 4 THINGS

In year one, our plan was to be good at 4 things:

- Use evidence-based approaches and innovative techniques to guide our students' social/emotional development.
- Build Strong Relationships with parents to promote school/family relationships
- Deliver instruction in innovative ways to foster academic success
- Prioritize state cycle reporting compliance in all areas

Arkansas law recognizes that "students in Arkansas deserve the best education that the citizens can provide." This education must produce academically competent students who can demonstrate their competency in the core curriculum and who can apply their knowledge and skills. We want this for our students and it is our goal. For our students to be successful in their academic careers, we must make them successful in a classroom environment.

HOW DID WE DO

- Use evidence-based approaches and innovative techniques to guide our students' social/emotional development

We communicated at the beginning of school that our students would need to develop social and emotional skills before they could learn to participate in a classroom environment and begin to grow scholastically. This took somewhat longer than we would thought. At the beginning of the school year, we were primarily focused on these skills. Our students were taught almost one on one and there were many interventions every day. When you walked through the building, very few classes had students working in groups or at their desks. Into the 2nd half of the year, students were sitting together around tables receiving instruction or working on lesson plans. Interventions were noticeably down. We were very pleased with the progress made by students.

- Build Strong Relationships with parents to promote school/family relationships

The pandemic impacted this goal more than any other. We were not able to meet parents face to face in homes. Most of our communications were virtual or over the phone and not nearly as impactful as we would have liked. We believe our second year will make more of a difference on this goal.

- Deliver instruction in innovative ways to foster academic success

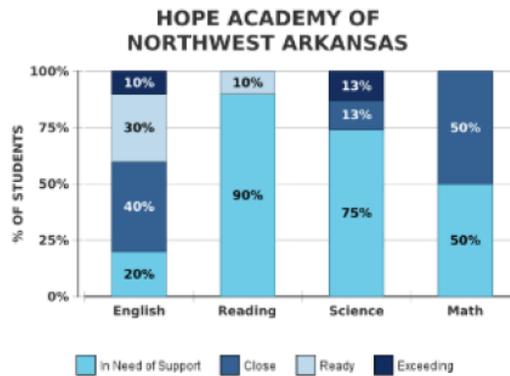
We met our growth goals for the year but we weren't happy. We learned a lot in our first year and have plans to be more impactful next year.

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Here are the results of our MAP Testing Data:



Here are our ACT Aspire results:



Although we didn't achieve reading scores we strive for, we are reassured by our MAP testing data and the progress the data shows from beginning of year to end of year testing.

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OUR PLAN TO IMPROVE RESULTS

Hope Academy School Improvement Plan				
School Name: Hope Academy of NWA		LEA #: 0445701	Plan Year: 2021-2022	Updated: April 2021
Building Principal: Jake Gibbs		Improvement Plan Chair(s): Rachele Sanford, Jessica Florer		
Plan Focus: Focusing on the social and emotional needs of all students while improving student academic achievement				
PBIS: Implementing Conscious Discipline into classroom culture				
PLC: Literacy Instruction, Assessment-based instructional practices				
Personalized Learning: RTI and intervention process				
Goal 1: Through the teachers' participation in PLC's and the use of common formative assessments, students will achieve at least one year of academic growth in literacy by May 2022 as measured by MAP.				
Where We Are: Meeting quarterly to review and analyze data, conducting team meetings to improve classroom instructional practices				
Areas of Strength: Evidence-based phonics and reading curriculum that aligns with the state's R.I.S.E initiative and the science of reading				
Areas of Improvement: Scheduled times for teachers to participate in PLC's, professional development on utilizing assessment-based instructional practices				
Project(s) <i>School Wide Reform Strategies</i>	Actions <i>Activities to Ensure Mastery</i>	Coordination & Integration <i>Building person responsible, Funding Sources, Outside Organizations</i>	Timeline	Success Indicators
PLC's built into master schedule	Provide staff with a questionnaire to determine areas of need and get feedback as we build our PLC	Improvement plan chairs, building principal	July 2021	Each teaching team will have a scheduled time to meet in PLC's biweekly
Use common formative assessments to direct instructional practices and interventions	Explicit benchmarks and evidence that staff can use to show development in using assessment based instructional practices	Teaching staff, instructional facilitator, building principal	July 2021- May 2022	Evidence from each teacher that reflects successfully meeting benchmarks
Identify essential standards	Teaching staff will meet before each unit to determine essential standards, necessary prerequisite skills, and identify students that will need tier 2 and tier 3 interventions	Teaching staff, instructional facilitator, building principal	July 2021- May 2022	Evidence that the PLC has successfully addressed essential unit standards and tier 2 and tier 3 students have been identified for each unit
Utilize a school-wide data wall to inform RTI process	Develop a digital data wall that all staff can access	Improvement plan chairs, building principal	July 2021- May 2022	A data wall that is updated after every progress monitoring and reviewed twice monthly

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Goal 2: School staff will use evidence-based approaches and innovative techniques to guide our students' social/ emotional development.				
Where We Are: PBIS program developed, not fully implemented				
Areas of Strength: Conscious Discipline and TBRI structures are built into our PBIS system;				
Areas of Improvement: Develop Tier 2 and Tier 3 process; professional development on implementing Conscious Discipline and PBIS in the classroom				
Project(s) <i>School Wide Reform Strategies</i>	Actions <i>Activities to Ensure Mastery</i>	Coordination & Integration <i>Building person responsible, Funding Sources, Outside Organizations</i>	Timeline	Success Indicators
Staff training in TBRI from certified trainer	Ongoing consultation from TBRI trainer	Building principal, PBIS team	July 2021-May 2022	- TBRI training certificates for all staff members - Common visuals and language in classrooms
Staff training in Conscious Discipline from certified in-state trainers	PBIS team will create a concrete and actionable plan that leverages conscious discipline to address tier 2 and 3 behaviors across grade levels	Building principal, PBIS team	July 2021-May 2022	- Delivery of daily Conscious Discipline lesson plans that reflect common language and scripts - Common visuals and language in classrooms
Develop a RTI approach to behavior	- Leadership team will identify essential academic and social behaviors. - Teaching teams will use behavior data to identify students in need of tier 2 and tier 3 supports - PBIS team will develop tier 2 and tier 3 interventions for identified students	Building principal, PBIS team, leadership team, teaching teams	July 2021-May 2023	Behavior data displaying improvement on essential behaviors for students that have been identified as in need of support.

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Goal 3: School staff will deliver instruction in innovative ways that allow all students to have access to personalized learning experiences and appropriate support to meet academic challenges.

Where We Are: Instruction is being delivered in 1:1 and small group format, pull out interventions with Phonics First

Areas of Strength: Small learning environment; frequent small group instruction; curriculum that includes progress monitoring and end of unit assessments

Areas of Improvement: Formalize RTI process

Project(s) <i>School Wide Reform Strategies</i>	Actions <i>Activities to Ensure Mastery</i>	Coordination & Integration <i>Building person responsible, Funding Sources, Outside Organizations</i>	Timeline	Success Indicators
Examine grade level essential standards to develop strategies for identifying intervention needs at Tiers 1, 2, and 3	<ul style="list-style-type: none"> - Leadership team will convene over the summer to write schoolwide policy that utilizes evidence based strategies to address students needs at Tiers 1,2, and 3 - Instructional facilitator will create a curriculum plan that identifies which units will address each essential standard - During PLC's, teaching teams will determine how students will demonstrate mastery of each essential standard 	Building principal, leadership team, instructional facilitator, teaching teams	July 2021- May 2022	<ul style="list-style-type: none"> - Learning targets will be accompanied with a common rubric for assessing student need - Schedules for therapy, pull-outs etc. will ensure that all students have access to essential grade-level curriculum
All students in need of support will have regular access to Tier 2 and Tier 3 interventions	<ul style="list-style-type: none"> - Designated time for tiered interventions will be built into the master schedule - Progress monitoring and common formative assessments will be utilized within each unit to ensure students in need of support are identified in a timely manner - A common classroom structure will be utilized throughout the building to ensure sufficient instruction time for all tiers. 	Building principal, instructional facilitator, leadership team	July 2021- May 2023	<ul style="list-style-type: none"> - Master schedule with designated time for tier 2 and tier 3 interventions - Record of assessments, located on data wall

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<p>Before each unit, teaching teams will identify learning targets and create a progress monitoring schedule to identify students who are in need of supplemental interventions</p>	<ul style="list-style-type: none"> - Instructional facilitator will create a curriculum pacing guide and develop a PLC calendar to ensure teaching teams time to select learning outcomes and common formative assessments - Teaching teams will develop a unit plan to ensure proper pacing, ensuring to provide progress monitoring and interventions - Teaching teams will update data wall after common formative assessments are completed and analyze results in PLC's. This data will be used to identify students in need of tier 2 and tier 3 supports in the following units. 	<p>Teaching teams, instructional facilitator</p>	<p>July 2021- May 2024</p>	<ul style="list-style-type: none"> - Curriculum Pacing Guide and coordinating PLC calendar - List of learning outcomes and essential standards identified for each module in literacy and math -Unit plans for all modules in literacy and math - Data wall demonstrating student growth, and eventual mastery, of all essential standards
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Goal 4: School staff will build strong relationships with parents to promote school/ family relationships and support.

Where We Are: Developing rapport and trust with our families

Areas of Strength: In home visits, parent webinars, needs surveys

Areas of Improvement: Ongoing training, communication plan

Project(s) <i>School Wide Reform Strategies</i>	Actions <i>Activities to Ensure Mastery</i>	Coordination & Integration <i>Building person responsible, Funding Sources, Outside Organizations</i>	Timeline	Success Indicators
Develop Parent Education Program	<ul style="list-style-type: none"> - Collect feedback from parents on current training needs - Schedule trainings that specifically deal with behavior management in the home - Identify local partners and community volunteers to lead trainings - Identify Parent Education curriculums/ trainings that would be applicable to our school population 	Building principal, TBRI coordinator, Family Advocate	July 2021- May 2023	<ul style="list-style-type: none"> - Record of quarterly parent behavior training - Record of partnership with community volunteers - Schedule of parent/ guardian trainings offered
Develop a Parent Communication Plan	<ul style="list-style-type: none"> - Identify platforms the school will utilize to increase parents communication and engagement - Create communication protocols/ expectations for staff 	Building principal, Family Advocate, leadership team	July 2021- May 2024	<ul style="list-style-type: none"> - Record of parent/ teacher communication - Record of home visits

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Hope Academy Literacy Support Plan

Goal 1: Through the teachers' participation in PLC's and the use of common formative assessments, students will achieve at least one year of academic growth in literacy by May 2022 as measured by MAP.

Where We Are: Meeting quarterly to review and analyze data, conducting team meetings to improve classroom instructional practices

Areas of Strength: Evidence-based phonics and reading curriculum that aligns with the state's R.I.S.E initiative and the science of reading

Areas of Improvement:

Project(s) <i>School Wide Reform Strategies</i>	Actions <i>Activities to Ensure Mastery</i>	Coordination & Integration <i>Building person responsible, Funding Sources, Outside Organizations</i>	Timeline	Success Indicators
Establish a process for progress monitoring for each tier of instruction within a multi-tiered system of support.	<ul style="list-style-type: none"> - All students will receive timed and untimed phonics assessments quarterly. - Improvement plan chairs, principal, and special education coordinator will develop a decision-making tree to determine appropriate support for struggling learners - Improvement plan chairs, principal, and special education coordinator will determine cutoff scores for common formative assessments that will indicate if a student is in need of more support. - Teachers will utilize FUNDations probes biweekly to assess students' achievement and develop plans for areas of improvement. Results will be uploaded to the data wall and discussed during PLC's. 	Teaching teams, school improvement chairs, building principal	July 2021- May 2021	-Documentation of consistently scheduled and delivered progress monitoring, decision making tree documentation
All identified tier 3 students will have access to additional literacy curriculum, such as Phonics First	- Designated time for Tier 3 intervention will placed in master schedule	Leadership team, interventionist	July 2021- May 2022	Documentation that students have received 100% of Tier 3 intervention time

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<p>English Language Art blocks will be structured to ensure adequate time for literacy instruction by following state-recommended time allotments for each component of literacy</p>	<p>- Improvement plan chairs will meet with teachers to develop a classroom schedule that incorporates all literacy components and their recommended time periods</p>	<p>Teaching teams, school improvement chairs, building principal</p>	<p>July 2021- May 2023</p>	<p>- K-2 classrooms will have the following components and times built into their ELA blocks: phonological awareness- 10 minutes, Phonics (letter ID decoding, handwriting, encoding)- 30 minutes, Comprehension (read aloud, shared reading, oral language, vocabulary)- 40 minutes, small group reading- 60 minutes, writing- 30 minutes.</p> <p>-3-4 classrooms will have the following components and times built into their ELA blocks: word study- 20 minutes, unit-based comprehension- 40 minutes, writing- 30 minutes</p>
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FEDERAL FUNDING

We were disappointed to learn we would not receive Title I funding in FY21. While about 1/3 of our students met the criteria for us to receive funding, the allocation is adjusted by the poverty level of the surrounding districts. Because those percentages were much lower than ours, we were adjusted downward below the minimum threshold for Title I funding. And because ESSER funding is allocated based on Title I funds, we did not receive those funds either.

We will continue to pursue Title I funding as it is an important aid in being able to support our students. Being a Title 1 recipient means we will receive federal funding to supplement our existing programs. These funds can be used for:

- Identifying students experiencing academic difficulties and providing timely assistance to help these students meet the State's challenging content standards
- Purchasing supplemental: staff, programs, materials, and supplies
- Conducting parent and family engagement meetings, trainings, and activities

Given the importance of parental and family partnership in the development of our students, we would desire that most, if not all, of these funds be directed towards the facilitation of family involvement in the development of their children scholastically, emotionally and socially.

NUTRITION

All students receive a hot breakfast and lunch prepared and served daily by a trained chef and dietary staff at no cost to the families. It will be a balanced protein and plant-based diet. Snacks will be provided throughout the day in accordance with a positive behavioral support philosophy.

TRANSPORTATION

Hope Academy families come from several surrounding communities. We operate 3 bus routes that cover Bella Vista, Bentonville, Rogers, Springdale, Fayetteville, Gentry and Siloam Springs. As we start the FY22 school year, our transportation plans are very dynamic. Two of our drivers told us in mid-July that they had decided not to return. As with many districts, we are faced with a difficult time finding people to fill driver positions. We are working diligently to hire drivers to help transport our students.