

Miami-Dade County Public Schools

# Arts Academy Of Excellence



2017-18 Schoolwide Improvement Plan

## Arts Academy Of Excellence

780 FISHERMAN ST, Opa Locka, FL 33054

[www.artsacademynorth.org](http://www.artsacademynorth.org)

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	100%

### School Grades History

Year  
Grade

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	14
Effective Leadership	15
Public and Collaborative Teaching	20
Ambitious Instruction and Learning	20
<b>8-Step Planning and Problem Solving Implementation</b>	<b>23</b>
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	23
<b>Appendix 1: Implementation Timeline</b>	<b>24</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>25</b>
Professional Development Opportunities	25
Technical Assistance Items	26
<b>Appendix 3: Budget to Support Goals</b>	<b>26</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Arts Academy Of Excellence

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The mission of Arts Academy of Excellence is to provide a highly effective, rigorous, engaging educational program and experience that ensure student achievement in all core content areas while enabling students an opportunity to realize their maximum potential through the study and exploration of the arts.

##### b. Provide the school's vision statement.

Arts Academy of Excellence vision statement is to focus on the arts and the creation of a shared vision and mission in which a community builds a sense of commitment revolving around student learning and achievement. Through this shared vision that focuses on individualized student learning, academic achievement will be improved through the effective implementation of the Florida Continuous Model (FCIM) as a continuous monitoring process and improvement mechanism for teaching and learning.

The school will provide a high quality educational program to students in grade 6-12 that incorporates wrap-around services and a curriculum that integrates the performing arts and academics. Our aim is to develop students both academically and artistically that will not only assist with them being prepared but also them successfully thriving as citizens in the real-world and as performers that challenge the conventions of traditional forms of art.

Our vision includes the belief of:

- A strong academic program infused with activities and instruction that support the artistic potential of students.
- Exposing students to performing and fine arts that encourage each student to individually work in a creative, cooperative and collaborative manner while promoting independent thinking and self-sufficient sustainability.
- Students learning best in a participatory, exploratory, and creative environment placed within a firm framework of high standards of teaching and learning.
- Students developing an understanding of, and access to, master classes and artistic partnerships that promote exposure and encourage participation in an artistically developing society.

#### 2. School Environment

##### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

A culture of continuous professional learning, growth, and improvement will be integrated into the annual calendar as a daily, weekly, and monthly activity that focuses on enabling teachers to continuously grow in their own learning of pedagogical best practices while understanding a diverse group of students and their cultural backgrounds and improving student learning.

For students, teachers will create lessons and activities that set a learning experience that is

approachable and inviting to students, enabling students to want to engage in the learning process. Students will be provided on-going activities during homeroom and embedded in content area classes/courses when appropriate as an extension of the curriculum. As a result, students will cognitively develop a sense of understanding and perception of who they are as a person and their cultural backgrounds. Teachers will also gain an understanding of students' feelings and cultural backgrounds, aiding teachers in providing instruction and developing a positive teacher-student relationship that is reflective of good communication, respect in a classroom, and interest in teaching from the point of view of the teacher and learning from a students' cultural backgrounds and experiences. The teacher-student relationship will serve as a connection between the two, which provides a better atmosphere for a classroom environment that consists of students' senses of belonging, which can build greater value and self-worth for both the teacher and the student.

**b. Describe how the school creates an environment where students feel safe and respected before, during and after school.**

Arts Academy of Excellence creates an environment where students feel safe and respected before, during and after school. The school encourages parents and students that are seeking an educational option that focuses on the arts in a small, safe learning environment. The school expects that students will be responsible, respectful, and resourceful learners able to realize their maximum potential in a safe, orderly, and nurturing environment. The provision and maintenance of a safe and orderly learning environment will remain a priority of Arts Academy of Excellence. The school feels that when students behave in a respectful, responsible and safe manner, they learn and achieve at higher levels and develop into responsible citizens.

Students will be oriented and adhere to school and classroom expectations and the MDCPS provisions, policies, and procedures pertaining to the Code of Student Conduct. The school's approach to classroom management and behavior modification will be a consistent behavior management system that will maximize instruction and learning. The school will adopt a proactive and positive approach to classroom management and behavior modification.

The school's processes that supports its philosophy will include:

- Self-Reflection – If student behavior is not reflective of classroom and school expectations and the MDCPS Code of Student Conduct, school staff will follow the Code of Student Behaviors and Range of Corrective Strategies and reflect on what they can do to better help the student. Also, the school will continuously promote and remind students of student rights and responsibilities as it relates to and is outlined in the Code of Student Conduct.
- Utilization of Data – Objective information about behavior is important in planning and making decisions about behavior. This data will be used to make informed decisions and create a student prescriptive plan that will focus on providing the most effective services and strategies to the student in order to promote improved behavior.
- Structuring for Success – All school settings will be organized to promote successful behavior from students. In addition, parents will be well-informed in order to provide additional reinforcement at home.

The School's Belief includes:

- All students must be treated with dignity and respect.
- Students should be taught the skills and behaviors necessary for success.

- Staff members should encourage motivation through positive interactions and building positive relationships with students.
- Student misbehavior provides for a teaching opportunity.

Additionally, the School's philosophy will be grounded in the following beliefs, actions, and expectations:

1. Teachers will establish major goals (instructional and behavioral) that they would want to be accomplished by the end of each academic year.
2. The development and plan to actively share with the students that describe basic attitudes, traits and behaviors that will help students be successful in the classroom and throughout their lives.
3. High positive expectations will be expected for the success of all students.
4. The School will build positive relationships with the students' families (parents, guardian, and grandparents) by making initial contact with them at the beginning of the school year and maintain regular contact throughout the school year.
5. Adults in the school will remain and conduct themselves as such and demonstrate professionalism at all times.
6. Develop an understanding of fundamental behavior management principles so that effective decisions and appropriate actions help students learn to behave responsibly.
7. Every teacher's classroom management plan will reflect clear organization and structure around teaching and learning. Whenever necessary and appropriate a child study may be convened to create a plan of action for addressing a learner's behavioral challenges as a means for intervention and assistance rather than mere punishment for repetitive negative behaviors that may be addressed through assistance and intervention.
8. The School will solicit parental involvement and encourage them to play an active role in fostering a positive school environment with clear, delineated rules and expectations. The School believes that it is in the student's best interest that parents and staff work together to ensure that students are provided with a safe, engaging learning environment that prepares them for success.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.**

As a school-wide behavioral system that aids in minimizing distractions to keep students engaged during instructional time, Arts Academy of Excellence will ensure that students abide by the Code of Student Conduct and school and classroom behavioral and learning expectations. Moreover, the school will utilize the strategy/technique of redirection to explicitly request that students engage in alternative positive behaviors. School staff will not specifically point out the inappropriate behavior and what not to do. Rather, place focuses and emphases on the desirable behavior and requests that the student engages and work towards exhibiting the desirable behavior. The school will use redirection as a useful technique for signaling students to modify their behavior and increase their



power as learners.

The School will develop and incorporate the district's policies and expectations for students related to consistent and timely attendance, respect for persons and property, appropriate dress code, responsible technology usage, student publications, student activities, student records, and the right to appeal, including grievance procedures. This information will be made available to parents and students upon registration. Parents and students will be required to read, discuss, and accept the policies. In accordance with the MDCPS Code of Student Conduct, the most appropriate disciplinary action taken by the school administration will be used to resolve the discipline problem.

Teachers and administrators strive to use a variety of informal disciplinary or guidance strategies, prior to, during, and after formal disciplinary action. The school will utilize corrective strategies appropriate to address the level of disruptive behavior as indicated in the Code of Student Conduct.

Behavior Modifications include:

- 1st offense – verbal warning and reminder
- 2nd offense – verbal reminder and conference with student
- 3rd offense – parent conference
- 4th offense –referral to principal or designee

Management Tools include:

- Reflecting on district and school character traits and values that are desired to be demonstrated in the classroom to build a community of learners.
- Reviewing expectations, rewards, and consequences for learning and behavior that are reasonable, realistic, and age-appropriate.
- Ensuring that the attendance, safety and discipline plans are clearly and repeatedly communicated.
- Utilize the Multi-Tiered System of Supports (MTSS) model for instruction and intervention as the principle that academic and behavioral supports are provided at a core or universal level to effectively address the needs of all students, supplemental or targeted instruction and intervention are received, and the most intensive and individualized behavioral and/or academic support is provided as needed.
- During instruction, look for students who are meeting the desired behavioral and academic expectations and demonstrating positive character traits and values that promote cooperation and immediately acknowledge their success, verbally or nonverbally.
- Enforcing the Florida Department of Education Zero Tolerance Policy on school violence, crime, and the use of weapons.

When confronted with an act which may require the imposition of disciplinary action by the school, the student and all other appropriate persons should be given the opportunity to explain the circumstances of the incident. The school will make every effort to inform a parent of disciplinary action prior to the action being taken, if possible.

Some of the disciplinary actions that may be utilized (in accordance with the MDCPS Code of Student Conduct) include:

- Assignment to School Center for Special Instruction (SCSI)

- Peer Mediation
- Other Alternatives (e.g. after-school detention Saturday school, nonparticipation in activities, etc.).
- Outdoor Suspension.
- \*Severe Clause-Any Group III- group V Violation (i.e. Fighting, Drugs, Bullying) will result in immediate suspension from school. The administration reserves the right to apply severe disciplinary actions including recommendation for placement into an alternative education setting.

Finally, school personnel will receive positive behavior management and Multi-Tiered System of Supports (MTSS) training to ensure the school-wide behavioral systems are fairly and consistently enforced.

1. Create a welcoming school climate.
2. Provide families information related to child development and creating supportive learning environments.
3. Establish effective school-to-home and home-to-school communication.
4. Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.
5. Engage families in school planning, leadership and meaningful volunteer opportunities.
6. Connect students and families to community resources that strengthen and support students' learning and well-being.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Arts Academy of Excellence will ensure the social-emotional needs of all students are being met by incorporating a holistic approach to meeting the needs of all students.

Collaborate with colleagues and students.

Collaboratively, all teachers and school leaders will develop a common vision for professional learning and will foster an on-going learning environment to best meet the needs of all students. As a result, a variety of professional learning opportunities will be provided to best meet the diverse professional needs of its teachers and social-emotional need of its students. Teachers will set learning goals as a result of teacher-student collaboration.

Cultivate consistency.

The school will set high expectations for behavior and instruction as one of the best ways to help meet student needs and the rigorous academic expectations. The school will focus on connecting and building positive relationships with students and families, and creating meaningful, rigorous curriculum for all students.

Develop a student-centered mindset.

The school will use student differences and uniqueness as a basis for planning creative and innovative instructional activities and building a community within the classroom. Leveraging Small Learning Communities (SLCs) to efficiently and effectively provide a personalized learning environment will better meet the needs of students. Moreover, the school will create a non-threatening, caring work and learning space free of intimidation and insecurity so that respect and self-esteem are nurtured.

Set aside time to focus on study skills and extra support.

The school will integrate the most appropriate learning resources and instructional software that

meets the needs of the target student population. Through the integration of the arts, tapping into students' interests will motivate learners, as well as build confidence in themselves as learners. Also, identifying and differentiating learning profiles will involve getting to individually know students and how they learn best with consideration given to both learning intelligences and modalities.

Use multiple forms of assessment.

The school will use on-going assessment to drive instruction and provide access to individualized instruction for all students. Teachers will be encouraged to work in flexible groups, respond to student needs, provide multi-option assignments, and use time, space, instructional strategies and materials flexibly. In addition, students will be included in the evaluation and assessment process, allowing for multiple perspectives of ideas and events.

Draw on other professionals' expertise and students' interests.

Teachers will continuously seek and participate in professional development and strategize collaboratively which will enable them to meet the behavioral and learning needs of all students. Emphasis on content-area and arts instruction will be a primary focus for students to draw from personally and artistically as they journey through self-exploration. This will include focusing on programs in the arts and talent development; focusing on the provision of advanced placement, honors, and academically rigorous course options; promoting the individual pursuit of students' interests and development of their academic talents; increasing student achievement through critical thinking and problem-solving skills; emphasizing exploration, examination, and explanation; and providing opportunities for the application of learning. Finally, the school's curriculum in the core academic areas will be performance and standards-based to ensure student exposure and mastery of the standards while providing a rigorous academic education, there will be added emphasis placed on the performing and expressive arts through a spiraling, intensive immersion in dance, music, theater, visual arts, and design/architecture.

The School will implement Response to Intervention (RTI) to further address and support the needs of students who are performing below grade level. RTI has been broadly described as a process in which students are provided quality instruction and progress monitoring, and those who do not respond appropriately are provided additional instruction and progress monitoring, and those who continue to not respond appropriately are identified and possibly considered for alternative educational services.

Partner with families and foster supportive relationships between school and home.

The parents of students will be invited to attend on-going meetings with school staff, behavioral, ESE, and ESOL specialists, non-for-profit counselors, and care coordinators to discuss and determine the level of services required to meet the needs of the student. On-going discussions and recommendations will be made as to how identified services may be reasonably delivered to the student within the school and/or home and to ensure that students are placed in the most appropriate educational setting, as well as provide for additional training and technical assistance needed for delivering effective instruction.

The school will also assist students with dealing with challenges, communicate with families, conduct parent-teacher conferences, promote family engagement and volunteerism, provide opportunities for celebrations and events, keep families informed, and make an effort to learn about and respect the family and culture of the people important in the students' lives and ensure that families are involved in their children's education.

Provide classroom space and environment, and activities and experiences that give children opportunities to learn social-emotional skills and cultural awareness. In addition, the school will promote a diverse, multicultural environment and a culturally responsive curriculum. The school will acknowledge the diversity of the student population and promote and encourage understanding the

importance of cultural awareness. This will be implemented by encouraging students to be respectful and kind to one another and learn about individualized experiences and feelings through instructional activities. When asking students to explore issues of personal and social identity, teachers will provide safe spaces where students are seen, valued, cared for and respected.

Encourage students to research and share information about their ethnic background as a means of fostering a trusting relationship with fellow classmates. The school will maintain a strict level of sensitivity to students and an “inclusive” curriculum that remains respectful of differences. A culturally responsive curriculum will be both inclusive in that it ensures that all students are included within all aspects of the school and acknowledges the unique differences and uniqueness students may possess.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

#### **a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

Arts Academy of Excellence will use an early warning system and focus indicators used as intervention strategies to improve the academic performance of all students and appropriately provide accurate attention and services by using the MTSS/RTI process as a guide to meet the needs of students and address concerns as identified and related services are provided. This process makes sure each student is given opportunities to succeed by determining which tier of support is needed. Students will be given frequent progress monitoring assessments in ELA, Mathematics, and Science where progress monitoring assessments will determine if the student(s) needs to place on a PMP for ELA or Math (Progress Monitoring Plan). Once the student(s) are identified, teachers will initiate effective Tier 1 strategies, collaborate with peers, and implement appropriate Tier 2 or Tier 3 interventions to close the student's academic deficiency gap in either ELA or Math. All teachers will use ELA and/or Math interventions aligned to the district's academic and subject-related flow charts to provide ongoing strategies, address concerns, and ensure that teachers and staff provide the correct intervention(s) aligned to the students' area(s) of deficiency.

Though no longer mandated by the FDOE, students who score below proficiency on the Reading portion of the required assessments adopted by FDOE or who are identified as reading below grade level and/or are disfluent will participate in an Intensive Reading Course. Furthermore, all students will be enrolled in an additional reading and math class/course to ensure additional, individualized supports unless otherwise opted-out by parental consent. This program's specifications will be a framework for developing highly effective reading, writing, and mathematics programs for the School.

Furthermore, the School's early warning system will provide data to identify students who have early warning indicators; attendance (students with attendance below 90%); failing core courses, one or more suspensions (in school or out of school); and retention. Students that have more than one indicator have a higher probability of not being academically successful. Students who also scored a Level 1 in math or reading are included in the Early Warning System (EWS). The use of ongoing, formative assessments and collected data will provide valuable information to determine which students need additional interventions, and teachers and staff will be available to provide small group and individualized instruction when necessary for those students who are struggling with individual concepts or who have been determined to be at below proficiency levels on required assessments adopted by FDOE in English Language Arts and/or Mathematics. Students who qualify for ESE or ESOL services will also receive services from qualified teachers and staff through both an inclusionary model based on their needs identified and required in the Individualized Learning Plans (IEP's).

The School will provide students with an educational program and curriculum that addresses all content areas with a special emphasis on reading as well as increasing learning opportunities for all students as prescribed in F.S. 1008.25(5)(a), F.S. With respect to the teaching of reading, the School will ensure that students are taught to understand what they read, through systematic, direct instruction of the Florida Standards which are aligned to the six (6) components of reading: phonemic awareness, phonics, fluency, vocabulary, oral language, and comprehension. The School will also adopt and incorporate the Fifteen Elements of Effective Adolescent Literacy Programs as identified in Reading Next: A Vision for Action and Research in Middle and High School Literacy (Biancarosa and Snow, 2006). These elements include direct, explicit instruction; effective instructional principles embedded in content; motivation and self-directed learning; text-based collaborative learning; in-school tutoring; diverse texts; intensive writing; technology; ongoing formative assessments; extended time for literacy; professional development; ongoing summative assessments; teacher teams; leadership; and a comprehensive and coordinated literacy program. The School will ensure adoption and implementation of three specific elements that have been identified as requisite in a quality literacy program: professional development, formative assessment, and summative assessment.

Further, students who need remediation of core skills necessary for academic success in the rigorous School program will complete remedial coursework in reading, writing, and mathematics to develop the skills needed for accessing grade level curriculum. All students will receive individualized instruction, mentoring, and tutoring as they move through the required core and elective courses. This will include Problem solving; Engaging in tasks for which the solution method is not known in advance; Reasoning and Proving; Thinking analytically; Communication through sharing ideas and clarify understanding; Representation by understanding ways in which mathematical ideas are represented; and connections: Understand how mathematical ideas interconnect and build on one another.

The School Support Team (SST) will assist teachers in providing additional interventions for students with learning, emotional, social, and behavioral problems in school, primarily within general education classes. The SST process is initiated as assistance is requested and the collection of student information such as history of grades, background screening, attendance, academic, behavioral and/or social-emotional screening assessments etc. is conducted. Continual filtering of student's response to intervention determines the effectiveness of interventions and assists in the data-based decisions. After the consideration of all the data by the SST, a data-driven decision is made as to whether a referral for a Multidisciplinary Team evaluation will be initiated. This rigorous and constant sorting and analyzing of information makes the SST a reliable and efficient system incorporating the tiers of intervention delivery.

#### **b. Provide the following data related to the school's early warning system**

##### **1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	1	1	2	2	0	0	0	6
One or more suspensions	0	0	0	0	0	0	2	2	1	2	0	0	0	7
Course failure in ELA or Math	0	0	0	0	0	0	3	0	2	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	0	0	0	12	5	5	5	0	0	0	27

**The number of students identified by the system as exhibiting two or more early warning indicators:**



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	8	4	5	5	0	0	0	22

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

All students will have their academic progress monitored on a regular basis to improve the academic performance of students identified by the early warning system. Teachers and staff will access and disaggregate data from periodic reports on grades, credits, attendance, and teacher anecdotal cumulative in an individual, student portfolio. Teachers will receive periodic reports on any of their students at risk of failing to maintain adequate progress during their duration of a course. The goal or purpose of this best practice is use student academic and/or behavior information to better identify students with learning or behavior needs and provide students the necessary supportive interventions that will maximize their full potential and learning as well as systematic and explicit instruction provided to accelerate growth in an area of identified need.

The Rotational Instruction Model is a research-based model for increasing student engagement and achievement. This model engages all learners in meaningful instruction through systematic and systemic instructional delivery.

The Model consists of five components:

Whole-Group Warm Up/Instruction  
Independent  
Small Group/Teacher-Directed Instruction  
Technology  
Whole-Group Wrap Up/Closure

The Rotational Instruction Model contains the following elements:  
90 minutes uninterrupted instruction (divided into shorter segments)  
Systematic delivery of explicit instruction  
Scaffold Instruction  
Differentiation

The early warning system data will be reviewed by administrators, counselors, psychologists, behavioral specialists and teachers who will suggest the most appropriate students and services. Meetings will be held daily, weekly, and monthly to address the needs of the most critical students and discuss school-wide strategies that will be implemented to assist students who are having academic challenges. Interventions will be designed to improve performance relative to a specific, measurable goal. Also, intervention will be identified to ensure its effectiveness, the programs designed will be based on clearly defined objectives, and will be monitored and evaluated accordingly. Approaches will vary according to the school context. Student support programs, behavior modification, life skills programs, arts programs, parental involvement and capacity building are some additional intervention strategies to enhance student performance. Students who consistently do not perform within the expected level of performance are provided supplemental interventions which include small group instruction and remediation/intervention. It is anticipated that intervening at the earliest stages will lead to student success.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**2. Description**

Arts Academy of Excellence will work diligently to continue to build positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress. This engagement and involvement will include a combination of research-based frameworks, that describe effective and practical types of involvement— parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. This will include a broad range of school, family, and community activities that will collaboratively engage parents, students, teachers and staff, community members, and partnerships to work together to ensure meeting the needs of all students and are well integrated with the school's overall mission, vision, and goals. These efforts will be used to improve the school, strengthen families, build community support, and increase student achievement and success. Also, creating two-way communication channels between school and home that are effective and reliable will immediately provide for a discussion and participation in a home-school connection and geared toward cooperatively working to meet the student's needs and improve academic performance.

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

Arts Academy of Excellence will offer and participate in meaningful opportunities to build and sustain partnerships and resources to increase school improvement and support for student achievement. These opportunities will be well-planned and thoughtfully informing, involving families, teachers and staff and community representatives and leaders. The goals of the opportunities will seek to increase support and involvement, inspiring to share knowledge and enthusiasm, persuading others to actively campaign for student achievement. Emphases will be placed on parent and community engagement to create bonds between school and home. All stakeholders will engage the in the planning, implementation, and evaluation of school–community partnerships. Members will become actively involved with the ESSAC and partner with school contacts to lead the coordination of school–community partnerships. Coordinators help maintain partnerships with community agencies and facilitate effective communication and collaboration among the school leadership team, specialized instructional support personnel, service providers, school personnel, parents, families, and members of the community. Ongoing comprehensive professional development will be provided for all administrators, staff, and community partners. Continuous, high-quality professional development is important to ensure effective partnerships. Regular meetings with all stakeholders participating (school staff and community partners) will occur to ensure that there are continued efforts toward building relationships of support and trust.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Kemp, Angela	Principal

## b. Duties

### ***1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.***

The School Instructional Leadership team –consisting of the administration, school leaders, ESE and ESOL teachers, and Instructional Support personnel --- will monitor and analyze data to maintain a problem solving system that brings out the best in our school, teachers, and our students. The leadership team will meet weekly to:

- Evaluate data and correlate to instructional decisions;
- Review progress-monitoring data at the grade level and classroom level to identify students and their academic levels.
- Identify professional development to enhance students' achievement levels.
- Collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

### ***2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.***

The School Support Team (SST) will assist teachers in providing additional interventions for students with learning, emotional, social, and behavioral problems in school, primarily within general education classes. The SST process is initiated as assistance in request and the collection of student information such as history of grades, background screening, attendance, academic, behavioral and/or social-emotional screening assessments etc. is conducted. Continual filtering of student's response to intervention determines the effectiveness of interventions and assists in the data-based decisions. After the consideration of all the data by the SST, a data-driven decision is made as to whether a referral for a Multidisciplinary Team evaluation will be initiated. This rigorous and constant sorting and analyzing of information makes the SST a reliable and efficient system incorporating the tiers of intervention delivery.

In addition to the SST being a valuable resource for schools is also a filtering process which serves to fluidly move students through the tiers of intervention, always evaluating and monitoring their response to these interventions and making data-based decisions every step of the way. It is a process that ensures the delivery of general education interventions first to address student's academic, behavioral and/or social emotional needs. The filtering then begins as students who continue to perform below standards and show inadequate response to general education interventions—even when provided with appropriate instruction and evidence based interventions—formally enters the SST process. The SST will review the screening and progress monitoring data and information provided from all other relevant records in order to develop more focused, intensive interventions for the student.

Parent(s)/guardian(s) are integral team members and provide data regarding developmental history



and current functioning within the family and community units. Barriers to learning are identified and strategies to overcome such barriers are developed. The progress monitoring schedule is determined and responsible persons are determined for the implementation of interventions and progress monitoring. Interventions are implemented and monitored as Tier 3 interventions as designed. Progress monitoring data is collected a minimum of every two weeks and parents are notified of intervention implementation and student progress over time. The Sponsor's School Psychologist will periodically conduct fidelity checks on the SST Intervention Plan while assisting with progress monitoring data collection.

If the focused, evidence-based interventions attempted at all Tiers do not produce a satisfactory level of progress, as evidenced by review of the RtI data and an analysis of any existing barriers to learning, interventions are modified and a comprehensive evaluation may be requested. Documentation of the various strategies and interventions employed in Tiers 2 and 3, as well as all data pertaining to progress monitoring, become part of the referral packet. Parents are kept informed of planned intervention efforts and the student's progress in response to intervention throughout the entire SST process. The School Support Team (SST) will consist of the School administrator who will serve as the SST Coordinator, school psychologist, counselor, general education teacher and the parent(s), ESOL Coordinator (as applicable). The School's SST Coordinator will ensure that the SST protocol delineated in Sponsor's Manual will be followed when addressing the needs of students with academic, behavioral, and/or social-emotional difficulties.

The School understands that its responsibility and accountability begins and ends with meeting the educational needs of its students and their families, as well as to the public taxpayers whose taxes fund education. The School understands that with the receipt of public funds it becomes the keeper of public trust and must fiscally perform in a manner which reflects the highest standards and incorporates and adheres to the best business practices. Consequently, the School will provide a rigorous and innovative educational program through a model and in a facility that is less costly than a comparable district school pursuant to allowable provisions under F.S. 1002.33(18)(a), which allows the School not to follow the State Requirement for Educational Facilities. These savings will provide increased financial efficiencies that will strengthen investments in the academic program. The School will provide an educational program of the highest caliber to promote enhanced academic success while remaining faithful to sound economic and budgetary principles through aligned responsibility and financial accountability.

The School's Charter School Governing Board will approve and retain control over the budget and all subsequent expenditures. The budget and related expenditures will be developed, approved, and monitored to ensure that the School has all requisite resources to support learning and the academic success of its students. It will receive and review monthly financial statements consistent with the approved budget.

The Charter School Governing Board will also review the academic progress of the School based on formative and summative student performance data to ensure that effective student assessment and data-driven decision making are at the center of its operations. Assessment is the means by which the School will measure and ensure student growth. It is widely known within the educational climate that exists today that much focus is placed on statewide formal assessments, often at the expense of curricula that students enjoy and that allows for their creativity and personal exploration, enjoyment, and advancement. Many have lamented that schools are no longer enjoyable or personally relevant or fulfilling to students. While students will participate in required administration of FSA's and EOCs, they will not be the central component of instruction nor the foundation of highly intense, monotonous "test driven" instruction as it has become in some schools. Instead, the School will provide a holistic approach toward education that educates students in all areas, with a focus on the arts in strands that include dance, music, theater, visual arts, and design/architecture.

The School intends to use a variety of assessments to help inform instruction and evaluate its performance and will use data from all assessments to review and refine the curriculum as needed to respond and address students' academic needs. Prior to any tests' administration, students will be assessed on an ongoing basis, through teacher quizzes and teacher made tests, to identify areas of weaknesses and provide immediate intervention, where needed. Teachers and students will be held accountable for learning and developing skills through ongoing projects, assignments, and formative and summative assessments. In the arts, student learning and growth will also be assessed and reflect a student's progress and body of work over a period of time. Assessments will be based around the three "art processes" that includes creating, performing, and responding (Yan and Reider, 2001). Creating refers to the expression of ideas and feelings in the form of an original art work. The second process, performance, refers to performing an existing work and applied only to the performing arts. Both creation and performance may be evaluated through a series of performance tasks. Responding is the third process and refers to observing, describing, analyzing, and evaluating works of art, and was assessed through open-ended and multiple-choice questions. All assessments will include a framework inclusive of diverse learning and progress indicators in areas that include knowledge, appreciation, performance, production, interpretation, and analysis.

Teachers will be held accountable on an ongoing basis through a continual review of their curricula and students' progress through the use of assessments that are aligned to the Florida Standards and related arts curricular frameworks. The School will not only be held accountable for the academic performance of its students by school leadership and the Charter School Governing Board, but by the parents and community as well. As stated previously, the School will use tools from state-mandated accountability mechanisms and related arts curricular frameworks to objectively measure its own progress in meeting the needs of its student population. As a means for aligning responsibility for students' academic success to financial efficiency, after an appropriate implementation timeframe, the academic programs which are utilized at the School will be continuously re-evaluated. The School's administration will then discuss with the Charter School Governing Board their findings as to whether or not there exists a positive yield of student achievement for the respective investment.

Thus, by designing and communicating specific educational goals and financial responsibilities to its stakeholders (governing board, staff, students, and parents) – the School will promote continuous academic and artistic success and financial efficiency by aligning responsibility with accountability.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Angela Kemp	Principal
Margery Scott	Teacher
Damari Ruff	Student
Nakia Bowling	Business/Community
Soraya Audian	Principal
Mario Thomas	Education Support Employee

### b. Duties

**1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

N/A

*b. Development of this school improvement plan*

SAC stakeholders had and will continue to have the opportunity for questions, suggestions and input. The school will continue to work toward consensus and the support of SAC as we move forward with our new School

Improvement Plan and in identifying spending allocations and ensuring meeting the needs of all students.

Our School Advisory Council assists in the preparation and evaluation of our school improvement plan, approves the allocation of school improvement funds, and serves to represent all stakeholders in decisions affecting the School.

*c. Preparation of the school's annual budget and plan*

Thus, by designing and communicating specific educational goals and financial responsibilities to its stakeholders (governing board, ESSAC, staff, students, and parents) – the School will promote continuous academic and artistic success and financial efficiency by aligning responsibility with accountability.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

N/A

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.*

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Kemp, Angela	Principal

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The School will ensure adoption and implementation of three specific elements that have been identified as requisite in a quality literacy program: professional development, formative assessment, and summative assessment. The School will employ a framework in which arts skill sets are aligned with state literacy standards. Such alignment will provide for the design and implementation of arts interdisciplinary projects in the school. Since matched skill sets drive the arts processes, whether it is in literature or the visual or performing arts, connections between the specific art skills and their matched literacy skills will be made apparent to the students. Classroom teachers, arts specialists, literary artists, and the visual or performing artists will reinforce this learning from multiple perspectives. These elements include direct, explicit instruction; effective instructional principles embedded in content; motivation and self-directed learning; text-based collaborative learning; in-school tutoring; diverse texts; intensive writing; technology; ongoing formative assessments;

extended time for literacy; professional development; ongoing summative assessments; teacher teams; leadership; and a comprehensive and coordinated literacy program. The School will ensure adoption and implementation of three specific elements that have been identified as requisite in a quality literacy program: professional development, formative assessment, and summative assessment.

Further, students who need remediation of core skills necessary for academic success in the rigorous School program will complete remedial coursework in reading, writing, and mathematics to develop the skills needed for accessing grade level curriculum. All students will receive individualized instruction, mentoring, and in-school tutoring as they move through the required core and elective courses.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### 1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Professional Learning Communities (PLC's), academic coaching and morning meetings and planning are methods used to build collaborative relationships. PLC's will meet weekly during morning meetings and planning. Emphases of collaboration and communication among all members of a team to meet the needs of all students will be the priority. Teachers are provided a variety of resources and tools (i.e. student data, common planning). Teachers will share before and after school time, learn about data to guide instructional decision bringing teachers together to examine data and work on specific goals during meetings, PLC's, and professional development opportunities. The leadership team, which is open to all faculty members, will meet weekly to communicate cross-curricular concerns and to review and discuss student achievement in every discipline area.

### 2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

### 3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

**1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.**

#### b. Instructional Strategies

**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:**

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

### b. College and Career Readiness

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

## 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

## B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## C. Strategic Goals

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

### Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
--------	--	-----	-------------------------------	---------------------------------------	--------------------



## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

Total:	\$0.00
--------	--------