

Miami-Dade County Public Schools

Arts Academy Of Excellence



2019-20 Schoolwide Improvement Plan

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Arts Academy Of Excellence

780 FISHERMAN ST, Opa Locka, FL 33054

www.artsacademynorth.org

Demographics

Principal: Floyd Barber

Start Date for this Principal: 8/18/2019

2019-20 Status (per MSID File)	Closed: 2022-06-30
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: D (37%) 2017-18: F (15%) 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	90%
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	2018-19	2017-18
Grade	D	F

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Arts Academy of Excellence (AAE) 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.

Provide the school's vision statement.

AAE's 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, individualized student learning and 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 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 with 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 a self-sufficient, sustainable mindset.
- 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.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Barber, Floyd	Principal	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	7	11	19	7	9	3	0	56	
Attendance below 90 percent	0	0	0	0	0	0	1	1	6	3	6	1	0	18	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	2	0	0	0	2	1	0	5	
Level 1 on statewide assessment	0	0	0	0	0	0	7	11	16	5	8	3	0	50	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	5	10	16	3	2	3	0	39	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

2

Date this data was collected or last updated

Thursday 9/12/2019

Prior Year - As Reported

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	0	8	1	2	0	0	0	11	
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	2	0	1	1	0	0	0	4	
Level 1 on statewide assessment	0	0	0	0	0	0	3	9	6	10	0	0	0	28	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	4	11	7	8	0	0	0	30

Prior Year - Updated

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	0	8	1	2	0	0	0	11
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	2	0	1	1	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	3	9	6	10	0	0	0	28

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	4	11	7	8	0	0	0	30

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	21%	59%	56%	0%	56%	53%
ELA Learning Gains	39%	54%	51%	0%	51%	49%
ELA Lowest 25th Percentile	0%	48%	42%	0%	45%	41%
Math Achievement	27%	54%	51%	0%	47%	49%
Math Learning Gains	44%	52%	48%	0%	47%	44%
Math Lowest 25th Percentile	0%	51%	45%	0%	45%	39%
Science Achievement	20%	68%	68%	0%	63%	65%
Social Studies Achievement	70%	76%	73%	0%	71%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	7 (0)	11 (0)	19 (0)	7 (0)	9 (0)	3 (0)	0 (0)	56 (0)
Attendance below 90 percent	1 (0)	1 (8)	6 (1)	3 (2)	6 (0)	1 (0)	0 (0)	18 (11)
One or more suspensions	0 (2)	0 (2)	0 (1)	0 (2)	0 (0)	0 (0)	0 (0)	0 (7)
Course failure in ELA or Math	2 (2)	0 (0)	0 (1)	0 (1)	2 (0)	1 (0)	0 (0)	5 (4)
Level 1 on statewide assessment	7 (3)	11 (9)	16 (6)	5 (10)	8 (0)	3 (0)	0 (0)	50 (28)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	30%	58%	-28%	54%	-24%
	2018	19%	53%	-34%	52%	-33%
Same Grade Comparison		11%				
Cohort Comparison						
07	2019	21%	56%	-35%	52%	-31%
	2018	17%	54%	-37%	51%	-34%
Same Grade Comparison		4%				
Cohort Comparison		2%				
08	2019	23%	60%	-37%	56%	-33%
	2018	0%	59%	-59%	58%	-58%
Same Grade Comparison		23%				
Cohort Comparison		6%				
09	2019	18%	55%	-37%	55%	-37%
	2018	0%	54%	-54%	53%	-53%
Same Grade Comparison		18%				
Cohort Comparison		18%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	20%	58%	-38%	55%	-35%
	2018	5%	56%	-51%	52%	-47%
Same Grade Comparison		15%				
Cohort Comparison						
07	2019	14%	53%	-39%	54%	-40%
	2018	0%	52%	-52%	54%	-54%
Same Grade Comparison		14%				
Cohort Comparison		9%				
08	2019	21%	40%	-19%	46%	-25%
	2018	0%	38%	-38%	45%	-45%
Same Grade Comparison		21%				
Cohort Comparison		21%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	21%	43%	-22%	48%	-27%
	2018	0%	44%	-44%	50%	-50%
Same Grade Comparison		21%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	71%	73%	-2%	71%	0%
2018	45%	72%	-27%	71%	-26%
Compare		26%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	45%	63%	-18%	61%	-16%
2018	0%	59%	-59%	62%	-62%
Compare		45%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	18	39		19	37						
FRL	18	39		25	47			70			
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	17	32		4	5						
FRL	10	29									
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	221
Total Components for the Federal Index	6
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA lowest 25%

Math lowest 25%

The lowest data components performed are mathematics and ELA achievement. There is only two years of data based on the inception of the school's operation, thus there are not three years to demonstrate a trend.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

There was no decline in the data.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when compared to the state average is seventh grade mathematics. Attendance was a factor that contributed to the gap.

Which data component showed the most improvement? What new actions did your school take in this area?

Sixth grade ELA and mathematics data components showed the most improvement. Increased rigor and the implementation of i-Ready daily were actions the school took in this area.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two potential areas of concern were attendance and proficiency on state assessments.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA lowest 25%
2. Math lowest 25%
3. Attendance
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Math lowest 25%
Rationale	The data demonstrates students need additional intervention support in the area of mathematics.
State the measurable outcome the school plans to achieve	The school will demonstrate an increase of 5% in the percent of students who score proficient on the FSA mathematics assessment.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Implementation of i-Ready and Mathletics instructional technology programs.
Rationale for Evidence-based Strategy	These are research-based and classroom-evidenced programs for improving outcomes.
Action Step	
Description	<ol style="list-style-type: none"> 1. Implementation of i-Ready for 25 minutes daily in both the core and intensive mathematics classes/courses. 2. Incorporate the Mathletics instructional technology program to provide remediation and enrichment for students. 3. 4. 5.
Person Responsible	[no one identified]

#2	
Title	Reading lowest 25%
Rationale	
State the measurable outcome the school plans to achieve	
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Although Arts Academy of Excellence (AAE) is not a Title I school, based upon the overall school socio-economic demographics, it anticipates becoming a Title I school. Therefore, in the school's efforts, it 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 academic and behavioral 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 within 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 student needs and improve academic performance.

PFEP Link

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

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.

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

Collaboratively, all teachers and school leaders will develop a common vision for professional learning and will foster an on-going learning environment that best meet the social-emotional needs of all students and the diverse professional needs of its teachers.

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.

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 that is a non-threatening and free of intimidation.

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

The school will integrate the most appropriate learning resources and instructional software that meet the needs of the target student population with consideration to learning intelligence 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 that will include 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 collaboration which will enable them to meet the behavioral and learning needs of all students. 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.

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

Parents will be invited to attend on-going meetings with school staff and related personnel to discuss and determine the level of required student services.

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

All members of the AAE staff will participate in collaborative learning communities that meet both informally and formally on a regular basis. Collaboration occurs across grade levels and content areas. Instructional staff implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

New student and/or incoming student applications will be accepted and students meeting requirements will be enrolled at any time. Rolling auditions are based on times of availability and may be made by appointment. The dates are posted on the school website as well as visibly in the main office. Siblings of current students have priority. Open house "Meet and Greet" sessions for students and articulation and recruitment presentations are scheduled. Parents and students can visit their child's classrooms and

meet the teachers. Student participation in this event is strongly encouraged. Parents and students are also invited to the Open House that will and is scheduled in alignment the Sponsor. An additional Orientation Meeting is held the week before school starts to ensure a smooth transition for each student.

The outgoing cohorts of students will participate in orientation and informational sessions, specifically for grade 9 and 12 students. An overview of high school academic or post education requirements will be provided through orientations and question and answers (Q&A) assemblies. Guidance and support and proper planning will allow for a smooth transition for students to become increasingly self-direct and motivated. These supportive methods together with high expectations will assist students in transitioning to high school and college and careers.

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.

School leadership will identify and align all available resources, accepting Title 1 financial assistance and providing equitable access to the school. Services will be provided to ensure students are assisted through extended learning opportunities. Strategies to overcome barriers will be developed. Interventions will be implemented and monitored as Tier 3 interventions as designed.

If the focused, evidence-based interventions attempted at all Tiers do not produce a satisfactory level of progress, as evidenced by review of the Rtl data and an analysis of any barriers to learning, interventions will be modified and a comprehensive evaluation may be requested.

There will be a school-based initiative to bridge the home and school through home visits, contact and school site and community parenting activities. Parents will participate in the design of the school's Parent Involvement Plan, the school improvement process and the life of the school and the annual Title I Annual Parent Meeting.

The school must fiscally perform in a manner which reflects the highest standards and adhere to the ethical best business practices. The school will provide an educational program faithful to sound economic and budgetary principles through aligned responsibility and financial accountability.

The Charter School Governing Board will approve and retain control over the budget to ensure that the school has all requisite resources to support learning and the academic success of its students.

The Charter School Governing Board will review the academic progress of the School based on the data to ensure effective student assessment and data-driven decision making are at the center of its operations. The school will provide a holistic approach toward education with a focus on the arts that include dance, music, theater, visual arts, and design/architecture.

The school will promote continuous academic and artistic success and financial efficiency by aligning responsibility with accountability.

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

AAE utilizes the Career and Research and Personal, Career, School Development Skills & Career Planning course curriculum and Master Classes coordination by OLCDC and taught by career professionals to advance college and career awareness which include establishing partnerships with business, industry or community organizations. This also aids in a student's course of study having a

correlated personally purposeful and meaningful experience by having students complete interest and career inventories, holding individual data chats about their academic achievement, and offering a diverse program consisting of regular, honors, and advanced classes as well as interest and extracurricular activities through our after-school program.