The Academy of Excellence (Governing, Administration and Staff) has continued to engage in a School Improvement Process which seeks to identify its core beliefs and values and create an empowering framework for monitoring how well the school is doing and whether individual strategies and activities are aligned with the core values.

1. Create a Classroom environment that actively engages student in developing 21st Century competencies
   - Embed "Habits of Mind" into the Learning Environment
   - Establish Learning Targets: Read purposefully, Work diligently, and understand precisely what the author is saying.

2. Classroom instruction: Intentionally sequence strategies to develop students 21st Century competencies "Habits of Mind"
   - Initiating Think, Pair-Share (or, Think, Write-Pair-Share)
   - Showing Thinking In Classrooms
   - Questioning and Wait Time
   - Grouping and Engaging Problems
   - Using Questions and Prompts with Groups
   - Allowing Struggle Time
   - Encouraging Reasoning
3. We will teach to the agreed upon Arizona College and Career Ready Standards and provide evidence of student achievement of those standards.
4. We will make full use of the instructional time allotted to us.
5. We will demonstrate our belief and expectation that all students can achieve the grade level objectives as identified by the Arizona College and Career Ready Standards.
6. We will help to insure an orderly atmosphere that is conducive to learning throughout the school.
7. We will treat all members of the school community with respect.

I. **Academy of Excellence implemented a concerted effort and capacity to improve student achievement. (2011-2013)**

The Academy of Excellence Administration utilized the support of ADE staff to help develop targeted goals and systematically implement them. The Director/Administration was able to understand where the school is relative to the AMO target, how their teachers assess for learning and monitor student progress, and how they can use the data to adjust instruction based on student needs. To accomplish these ends AOE sought to understand and communicate their student achievement target; to engage staff in analyzing state assessment data to determine whether there were any gaps between the AMO targets and their performance; to evaluate school processes to ensure that teachers understand the target and have aligned their teaching and assessments to those standards they are responsible for teaching; to structure time to regularly

examine student work to inform instruction; to have teachers collect and analyze formative assessment data to monitor student performance on the content standard indicators on a daily basis; to keep their school focused on their student achievement goals as the primary work of staff.

The critical first step to meeting our instructional target is to understand the target. Understanding the AZ State content standards being assessed and knowing where our students are in relation to those standards was instrumental to AOE hitting the target. Teachers who did not understand the target could not be counted on to teach the necessary knowledge and skills to students.

The state content standards identify what students are expected to know and be able to do. It is also obvious, though not always practiced, that classroom instruction and assessment had to be aligned with the state content standards if AOE wished to attain state standards. It became critical for staff to understand the state content standards, the state assessments used to measure AYP, and how to recognize proficient student work at their grade level if they are going to fully understand their target.

Action Taken:

Begin Preparation for Implementation of the Arizona College and Career Ready Standards. AOE continued teaching the existing standards until the new Arizona College and Career Ready Standards system can be fully phased in. The implementation plan will address curriculum frameworks, instructional materials, assessments, and accountability measures. AOE began to familiarize ourselves with the Arizona College and Career Ready Standards.

Timeline:

2011 - 2012 Adopt, Align, Plan

Building awareness and knowledge of the Arizona College and Career Ready Standards

2011 - 2012 Research and Develop Implementation Resources and Delivery of Professional Development

Begin developing curricula aligned to the Arizona College and Career Ready Standards with a goal of implementing the new state curricula 2013-2014 school year.

Begin developing and participating in professional development focused on understanding the intent and content of new standard, and focusing on instructional practices to prepare for roll-out of Arizona College and Career Ready Standards

Kindergarten will begin implementation of the AZ Common Core

2012 - 2013 Transitioning to the Common Core and Delivery of Professional Development

AOE to identify or design common core units of study

Implement professional development focusing on both instructional practices and the Arizona College and Career Ready Standards to prepare for 2013-2014 roll-out.

Teachers will begin implementing Common Core Mathematical Practices and ELA Key Features in their instructional practice

Kindergarten and first grade will begin implementation of the AZ Common Core

2013 - 2014 Statewide Implementation and practice for PARCC Assessment

K-8 will implement the Arizona College and Career Ready Standards

Student achievement expectations are based on Common Core State Standards

- **Results: 2014 - 2015 Statewide Implementation with PARCC Assessment**

II. **Developed and implemented a School Improvement Plan**

Following the recommendations that Dr. Mike Schmoke outlined in his bestseller: FOCUS: Elevating the Essentials to Radically Improve Student Learning: AOE has allowed the School Improvement process to become the single most important business of our school. We worked through a process that to ensure all students were provided the opportunity to achieve at high levels. We acted with due diligence to act on the combination of three concepts he recommended which constituted the foundation for positive improvement results: meaningful teamwork; clear, measurable goals; and the regular collection and analysis of performance data.

The School improvement planning Team was led by the Director and a school improvement team and ultimately must involve the entire staff. We utilized a data-driven process for analyzing data and making instructional decisions based on good data analysis. (See Rubric for Reading and Math Performance Management Plans)

Action Taken:

- Established an environment which that was open to risk taking, new ideas, and collaboration.
- Ensured that all voices in the school community were heard.
- Implemented "Community Conversations" and Fall and Spring Progress Report Presentations to parents.
- Major effort implemented to seek input from all stakeholders and find ways for individuals to contribute to the School Improvement goals.

Results:

1. **Continue to aligned time, money, and staff development with the goals**.
   AOE devoted considerable time and effort to the continual assessment of the conditions or outcomes of student achievement; in meeting of the Board and Staff we notified all members that the condition or outcome was considered important. Consistency to maintain with a small staff sometimes implied that inattention to monitoring a particular factor indicated that it is less than essential, regardless of how often its importance is verbalized. AOE is continuing to maintain a concerted effort in this area. We are looking at three essential questions:
   - What do we want our students to learn?
   - How do we know students are learning?
   - What do we do about it when they aren't?

- Displayed the progress toward attainment of the goals on a bulletin board and outside banner. The display should allowed staff and stakeholders to quickly see where you are, where you are heading, and how the journey is going. We were also able to communicate progress toward attainment of the student achievement goals in newsletters and other correspondence to staff, parents, and other stakeholders.

2. **Monitored the priority goals**. (Hired a Part-Time Teacher/ Evaluator Monitor)
   Setting the expectations for staff was often the easiest task but not the most consistent in how we monitored them. With the Monitor Teachers soon became clear by what the monitor evaluated, and what the priority expectations were. We identified a number a number of critical times during the school day that the Director/ Monitor needed to be purposeful about communicating a clear and sharp focus on the student achievement target. When conferring with teachers about their instruction and/or discussing a teacher's observation, we wanted to want to affirm through their questions the value they place on use of data to guide instruction. <u>These questions helped the teachers to assess and edit the Student Individual learning Plans.</u>

- How do the students demonstrate for you they are proficient on the indicators I observed you teaching?
- What percent of your students demonstrated proficiency?
- What diagnostic data do you have to help you identify their area of difficulty?
- What strategies did you (or will you) use to help students improve their performance?
- When and how will you reassess their performance on the same indicators?
- What percent of your students improved on the indicators assessed by the scored assessment?
- What are you planning to do for the students who are not improving?

III. Curriculum Design and Instruction:

It became important for AOE to recognize the huge shift that standards-based education requires of classroom teachers, especially in a small school where some classrooms included combined grade levels. Teacher autonomy could no longer be an option, what they taught and the expectation and the manner in which they delivered instruction to all students, how they would be held accountable for all of our students learning it became a priority. AOE's teachers were now expected to take all students to proficient performance on a common set of grade level content standard indicators defined by the state. Everyone (administrators, teachers, parents and students) had to shift their focus from how well teachers are teaching to how well students are learning.

The implementation of the Arizona College and Career Ready Standards changed expectations for what happens in AOE classrooms?	
Before Standards	**After Standards**
Focus on how well teachers taught	Focus on how well students learn
Taught what they thought was important	Teach specified content standards
Different expectations for different groups of students	The same expectations for all groups of students
Students screened for higher level courses and activities	All students have equity of opportunity for higher level courses and activities

Instructional Materials:
Saxon Phonics K-4
Saxon Math K-8
Thinking Maps K-8
Harcourt Science K-8
Houghton Mufflin Reading 1-4
Scholastic Scope Literature 5-8
Academy of Reading/Math 3-8
EngageNY Curriculum
Effective Reading Intervention
Study Island (Core Subjects-Technology based)

Assessment Materials:
AIMS/DPA
DIBELS
WRAT
Academy of Reading/Math (Technology Based)

The Academy of Excellence Administrative Team and teachers have developed an Arizona Standards based, well articulated and implemented Mathematics program for the previous five years. The teachers in each grade level math team mapped the curriculum in alignment with the state standards. Each Strand (e.g. grade 1, Number Sense and operations) developed lesson plans based on Data analysis and Probability, Math Patterns and Functions, Structure and Logic.

Each school year the math standards were again articulated by grade level. The teachers assessed student performance and prioritized appropriate lesson plans to maximum student achievement. All lesson plans in The Saxon Math Model were aligned with Arizona State Math Standards. Lesson plans were divided into four Benchmark periods of compatibility with state math standards (assessment, performance objective, and materials mapping for each period) and a post assessment of student learning.

The School Profile for this period based on AIMS scores indicated that AOE met AMO status, AZ learns Performing Plus, and showed Upward Mobility in the Federal Improvement Status.

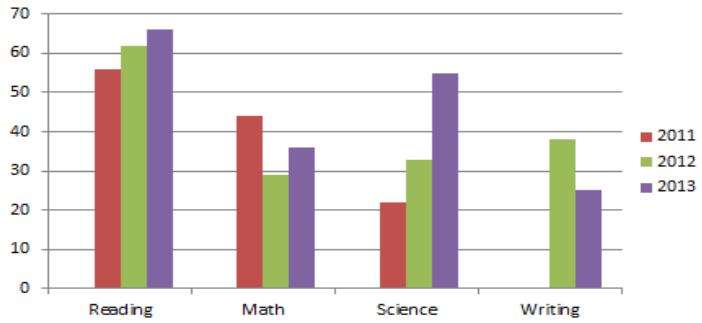
The Academy of Excellence continued use of the Saxon Math Model. Lesson plans were aligned with Arizona State Math Standards. Priority was given to teachers with special training in math to assist the math teams in the planning and application of concepts for maximum student achievement.

The School Profile for this period based on AIMS scores indicated that AOE met AYP status, AZ learns Performing Plus, and showed Upward Mobility in the Federal Improvement Status.

During the 2010 -2011 school year a continuation of the Saxon Math Model was kept in place. The teachers continued to create lesson plans applying concepts to build high performance learning that aligned with the Arizona State Math Standards. Additional resources continued to be implemented utilizing several technology sources (e.g. computer programs, SMART BOARD).

School Improvement Status based on AIMS

School Profile	2010-2011	2011-2012	2012-2013
	AMO/Grade	**AMO/Grade**	**AMO/Grade**
AOE, Inc.	No/Performing	No/C	No/C
AOE Phoenix	Yes/Performing Plus	Yes/C	Yes/C
AOE Central	Yes/Performing	Yes/D	Yes/D



See Appendix A

Analysis of Math Proficiency:

- AOE continues to serve a highly transient population moving two to three students forward to the next passing grade.)
- School personnel need to focus increased attention Math achievement by all students.
- School wide for all students the team continues to do a strand review to decide which area students showed deficiency. Students were then grouped with students with similar strand deficiency and were given re-teaching of concept in small group environment.
- School Wide: It was decide that we would continue using small group interventions. However for students that fall FFB we added an additional intervention time to work on the mastery of basic skills such as basic math facts.
- Second classroom to show some proficiency in consistent years.
- It was decided that we would continue using small group interventions. However, for students that fall FFB we added an additional intervention time to work on the mastery of basic skills such as basic math facts.
- Students also used Academy of Reading and Math to increase mastery of basic skills. One-on-one tutoring in afterschool implemented to help academically and intellectually challenged students become challenged—and, therefore, interested in their education—

and, because it was customized, one-to-one instruction, private tutoring was experienced at the appropriate pace necessary for such students.

- We continued using small group interventions. However for students that fall FFB we added an additional intervention time to work on the mastery of basic skills such as basic math facts and decoding. This strategy was introduced with the expectation that fluency in these areas will result in more time to for students to master the concept. Teachers also received more training in differentiated instruction.

- The assessment evaluation showed math skills continue to be as an area of concern. Using data from previous testing years, students across the grade levels struggled with Number Sense, Concepts, and Operations; Identifying operations (addition, subtraction, multiplication, division) and the effects of operations. Key words remain a challenge. Because students can't identify the key words in open response problems they don't know how to go about finding an answer.

Action Taken:

Teachers need to identify opportunities for students to demonstrate proficiency and understand how to interpret each student's performance. They had to monitor the progress of each student in their classroom over time and regularly examine the monitoring data to determine who is getting it and who is not. They needed to use the data to make instructional decisions.

- **Results: This shift in focus was particularly painful for the teachers because they had to learn how to develop lesson plans and student centered strategic activities, as well as align classroom instruction and assessment with the state content indicators. For most teachers, this meant that they had to learn new content, learn how to assess and interpret student proficiency, collect classroom data to monitor progress, and regularly examine student work and data as a collaborative team process. It became extremely difficult to maintain teacher attendance and work ethics, resulting in more teacher turnover while attempting to make student learning progress.**

  - Implemented Differentiated Instruction activities at all Grade levels.
  - Implemented 21st Century Learning Center After School Program.
  - Implemented SES Tutoring to lowest achieving students
  - Increased the length of school day
  - Increased time on task for teacher contracts
  - Implemented 120 minute uninterrupted Reading Blocks and progress monitoring
  - Implemented uninterrupted 60 minute Math Blocks

- Assign Title 1 Teacher Aide staff to support small group classroom reading instruction at "core" time
- Use assessments (formative, summative, and progress monitoring) to identify student strengths and needs and plan for instruction
- Increase supplemental and book libraries to use with at risk students
- Increased classrooms instruction to 45 minutes per day for writing in addition to the scheduled "core" literacy time.
- Strengthen classroom libraries and technology equipment support for reading and Math instruction. (Smart Boards and Document Camera, and Video)

IV. Monitoring Student Progress: Analysis of relevant of relevant pupil achievement data

Annual data from the state assessments only gives AOE a snapshot of where students are at a single point in time. Daily instruction continues between when the tests are given and when the results are returned to our school. Teachers must know on a day to day basis where their students are in relation to the content standards to have the necessary information to inform instruction.

This on-going monitoring is also the way for teachers to determine whether their instructional strategies are working for all students and which students need instructional interventions. Regular examinations of student performance on assignments and assessments have enabled teachers to make informed instructional decisions regarding teaching and re-teaching specific indicators/objectives. Classroom instruction and assessment must be aligned with the state's content standards if we wish to attain state standards and meet their AYP target.

Action Taken/Results

- Instituted and fully implemented Standards and Rubrics for School Improvement needs assessment with annual review and evaluation.
- Solicited volunteers of Community and Staff to implement School Improvement Team.
- Implemented DIBELS, WRAT, STAR Reader/Math, Academy of Reading/Math Assessments instruments.
- Utilized ADE relevant Staff Development Training to assist teachers in use of assessment data.
- Continue Primary and Middle school level "data team" meetings to develop assessments and plan effective classroom instruction

V. High Quality Professional Development:

After a careful review of research and lessons from successful practice and with input from ADE Training Resources the AOE Board and Administration has articulated a set of standards for

teacher professional development and recommended full implementation and use of these standards to guide future professional development. The standards offer a bold vision of professional development and recognize that responsibility and accountability for ensuring that professional development is of the highest quality rests with all stakeholders.

Standards of High-Quality Professional Development

Content Standards	
Standard 1: Content knowledge and quality teaching	Effective professional development deepens all teachers ‘content knowledge and the knowledge and skills necessary to provide effective instruction and assess student progress
Standard 2: Research-based	Effective professional development ensures that all teachers have the knowledge, skills, and dispositions to apply research to decision making
Standard 3: Collaboration	Effective professional development ensures that teachers have the knowledge, skills, and dispositions to collaborate with others to improve instruction
Standard 4: Diverse learning needs	Effective professional development ensures that all teachers have the knowledge, skills, and dispositions to meet the diverse learning needs of all of their students
Standard 5: Student learning environments	Effective professional development ensures that all teachers are able to create safe, secure, and supportive learning environments for all students
Standard 6: Family involvement	Effective professional development ensures that all teachers have the knowledge, skills, and dispositions to involve families and other community members as active partners in their children’s education
Process Standards	
Standard 7: Data-driven	Effective teacher professional development relies on rigorous analysis of data
Standard 8: Evaluation	Rigorous evaluations assess the impact of professional development on teaching and student learning
Standard 9: Design and teacher learning	*Effective professional development content and process reflect best practices in workplace learning and in-depth*

(Resource provided by ADE School Improvement Coach)

Action Taken/Results:

- Implemented staff development literacy program for new staff
- Implemented on site structured Staff Development and explicitly taught effective reading strategies.
- Supported new teachers in all facets of teaching and classroom management
- Continue to research effecting writing strategies and programs
- "Unwrap" writing standards and develop formative writing assessments
- Provided for staff training in using interactive technology
- Used staff development activities
    - Ensured that all staff development activities were aligned to student achievement goals and state standards
- Used the physical environment
    - Used bulletin boards to communicate AOE School's progress
    - Made sure that entry way signs and signboards reflected AOE priorities
- Used recognition activities
    - Identified strategies to recognize those activities and staff that support school improvement goals
    - Showcased at staff meetings promising practices in using data to monitor individual student progress or to inform instruction

VI. Family and Community Involvement:

The Academy of Excellence has adopted a parent engagement position that promotes parent participation in every facet of the education and development of their children. This position further recognizes that parents are the principle influence in their children's lives. Parents are a key component in the field of education, from shared responsibilities for decision making for their individual child's education, health and well-being, to parent participation in organizations that address community-based needs for all children.

As a Charter school organization we stress:

- The importance of parental involvement in directly affecting the success of their children's educational efforts;
- How and when to assist their children in and support their children's classroom learning activities
- Techniques, strategies and skills to use at home to improve their children's development as future responsible adult members of society.

As part of the AOE School Improvement Plan all parents were provided a copy of the written Parent, Family and Community Involvement policy, including the required Parent Compact. They were also provided a copy of the written notice that was sent to parents

notifying them of the school's improvement status and the option they have for Public School Choice.

- Implemented welcoming and meaningful open house and beginning of school activities for families
- Translate all school newsletters and documents into Spanish.
- Developed and improving the school website to facilitate parent communication. (Continuing progress)
- Provided periodic "family nights" tied to curriculum areas to improve academic achievement and improve family involvement. "Help @ Home"

VII. Developed Strategies for Keeping a Sharp focus: Keep the Focus on Student Achievement

The allocation of time has become one of the truest tests of what is really important in our school organization. The time we are able to devote to an issue on both the annual calendar and within the daily schedule continues to tell our Staff, students and community what we really value as a school. The following lists of strategies summarize many ideas already presented but most importantly they identify how we have vowed to keep a sharp focus on becoming a school of excellence.

Action/Results:

- Using regularly scheduled time with staff (Monday Meeting, to include subject matter and team time for student achievement.)

    a. Identified on the monthly school calendar, work that will be completed during staff, team, and department meeting times to examine student work and monitoring data
    b. Planed monthly staff meeting agendas that focus on evidence of learning of student achievement
    c. Structured team meetings to focus on an examination of student work
    d. Defined end products for ongoing team meetings that focus on student learning
    e. Carefully monitored the percent of meeting time we spent on student achievement versus other topics
    f. Still need to find other forums for delivering administrivia

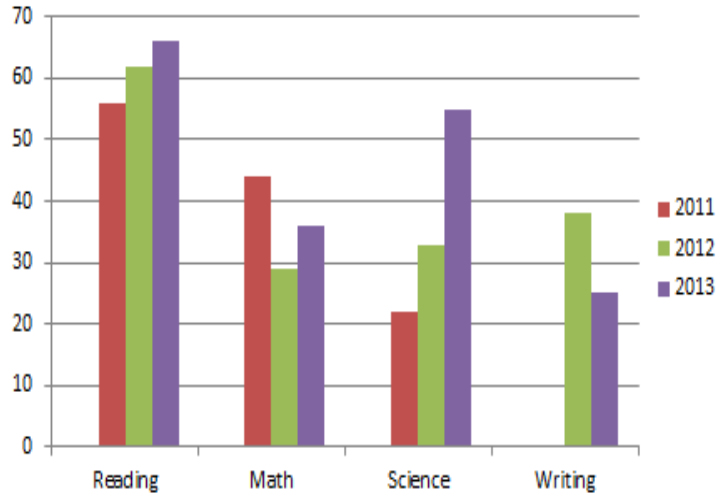
- Using written and oral communications
    a. Included staff progress updates on your school improvement goals (Board and Staff Meetings)
    b. Use back-to-school paperwork, end-of-year paperwork, and other correspondence to staff and parents to focus on school improvement goals and progress

c. Ensured that expectations and priorities given orally to staff are also given to them in a written format for later reference
d. Monitored PA announcements to ensure they promote school achievement priorities

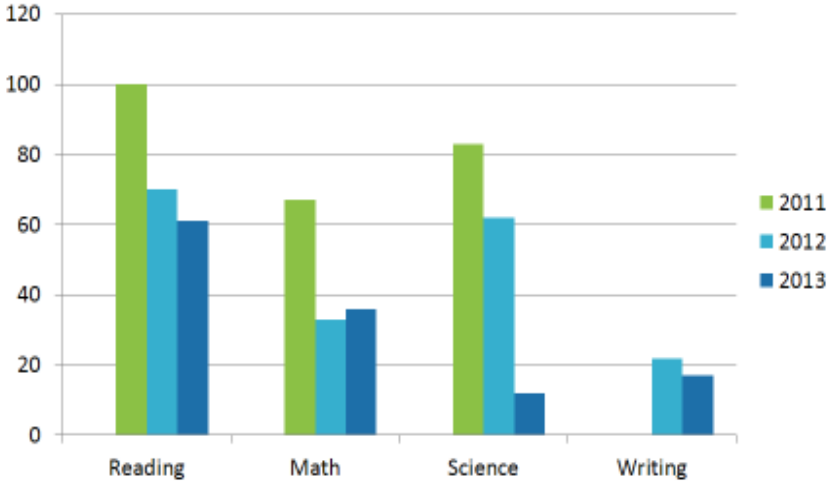
VIII. Allocated Resources:

A primary role for the school leadership team is to allocate resources wisely, integrating funding streams when possible. Allocating resources has been perhaps one of the most challenging tasks that the Academy of Excellence has had to from school reform to sustaining improvements. The challenge is less daunting if the prize — student learning — is always out in front. However we have not always seen more money equal more learning. When everyone's goal is improved student learning, resource decisions are no less difficult, but the choices have been clearer. To sustain improvement, AOE has had to devote sufficient resources to fully implement priority goals before moving on to others. The AOE staff knows that improvements that are only partially implemented or implemented without the necessary support cannot be sustained. We have had sufficient support through ADE Professional development to obtain better awareness how to allocate resources effectively to lead to long-term accomplishments of AOE academic goals rather than short-lived success.

To use financial resources wisely, AOE Administration continues to act with due diligence to understand guidelines for combining various funding streams. In particular, AOE Administration is familiar with federal regulations that allow funds to be combined to support school improvement. For example, ***AOE utilized Title I and Title II, Title III, 301B, 21st Century Community Learning Centers funds to support the purchase of student materials, classroom supplies, teacher and paro-professional tutoring personnel, technology assisted learning, and professional development activities that increase teachers' knowledge and use of research-based strategies for teaching reading and math.*** Combining these funds was a good strategy for sustaining improvement because it allowed our money marked for special programs to be redirected to support the school's overall academic priorities. (See PMP for current fund allocations)



Appendix A: AOE Phoenix Campus

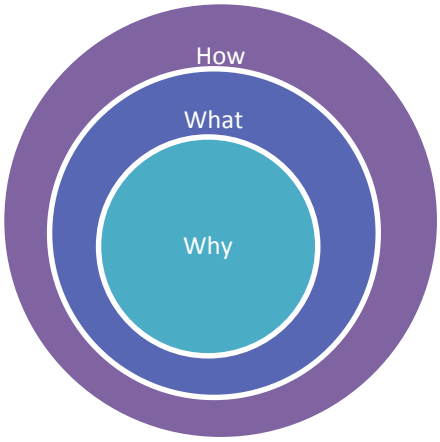


Appendix B: AOE Central

ACADEMY OF EXCELLENCE AOE PMP 2011-2015
BUILDING A FUTURE FOR STUDENT SUCCESS
OCTOBER 14, 2013

This document is a summary of the result of the Strategic planning activity held at the Academy of Excellence. We began with an overview from Simon Sinek: How great leaders inspire action; to help us identify what and how we serve as educators. Critical to our responds is "why" we exist as the Academy of Excellence Charter School.

Why? How? What? This little idea explains why some organizations and some leaders are able to inspire where others aren't. Every single person, every single organization on the planet knows what they do, 100 percent. Some know how they do it, whether you call it your differentiated value proposition or your proprietary process or your USP. But very, very few people or organizations know why they do what they do. And by "why" I don't mean "to make a profit." That's a result. It's always a result. By "why," I mean: What's your purpose? What's your cause? What's your belief? Why does your organization exist? Why do you get out of bed in the morning? And why should anyone care? Well, as a result, the way we think, the way we act, the way we communicate is from the outside in, we go from the clearest thing to the fuzziest thing. But the inspired leaders and the inspired organizations -- regardless of their size, regardless of their industry -- all think, act and communicate from the inside out. People don't buy what you do; they buy why you do it. Simon Sinek



The Golden Circle of Organization Interaction and purpose

A. What we do: Teach, Educate and Nurture

At the Academy of Excellence, we seek to provide all students with the skills and knowledge needed for success. Academic Excellence, Creative Problem Solving, and Social

Emotional Learning are the three core competencies needed to provide the foundation for success. These are the skills and knowledge competencies our students will need to compete and thrive in the 21st century. We believe in our students and we seek to make the AOE campus a safe and secure place for them to learn and grow. We promise that every student will be prepared for future schooling and the workplace. We believe it is our attitude and aesthetic that sets the tone for success. We will continue to strive until every student can demonstrate academic growth and grade level proficiency. We believe that we are not just doing a job, but we are building a dream together.

At the Academy of Excellence Staff we will:

- Demonstrate high expectations for all students
- Deliver culturally relevant and responsive instruction
- Differentiate instruction to meet the needs of all students
- Evaluate what students know and are able to do through multiple and diverse measures

B. How We do:

AOE's mission is "The mission of Academy of Excellence charter Schools, in partnership with parents and community, is to educate all students, including at-risk students to become a lifelong learner, able to function successfully in a global society." Our role in that mission is to offer a high quality, academic-based alternative to traditional public and schools. With a campus limited to 250 students, each student can be served more personally. We offer a strong academic program that can be tailored to each individual student. Preparing students for high school and beyond is one of the features that set AOE apart from other schools. We also enjoy a family atmosphere as we seek to serve the entire family Kindergarten through Eighth grade. In order to achieve our goals for student success and organizational effectiveness we are committed to:

- Engage collaboratively and respectfully with all partners, building a self-renewing learning community that reflects our values
- Provide the highest quality business operations and support services that are essential to the educational success of all students
- Organize and optimize resources, including effective use of technology and sustainable practices
- Establish strategic processes for operational excellence, customer service, and shared accountability that support teaching and learning
- Hire for excellence and build capacity of all staff
- Promote effective two-way communication

C. Why We do:

- To Create and duplicate personal and group success
- Inspire our students to learn and achieve academically for career success
- Prepare all students to thrive in their future

- Provide Learning opportunities for all students
- Teach and model resilience, perseverance, self-awareness, and growth mindset
- Create an environment that fosters student learning in a variety of ways and settings
- Empower students to take ownership of learning
- Present real-world problems to encourage students to generate original or innovative solutions
- Foster respect for diversity, risk-taking, collaboration, constructive debate, and productive conflict resolution
- Promote safety and social, emotional, and physical well-being
- Create opportunities for students and staff to interact positively with each other
- Build on each other's' and students' strengths
- Build Relationships with school, students, parents and community
- Practice Respect at all time
- Strive towards Excellence
- Ensure Equity at all levels
- To provide continuous and progressive (vertical and horizontal) articulation of curriculum.
- Provide a safe environment for learning
- Manage Behavior
- Provide individualized attention
- Provide high expectation
- Inspire school community of lifelong learners
- Open student/family and staff connections when problems or concerns exist
- Provide career options for parents
- Personal Loving family connection
- Provide opportunities for bright futures for students
- Provide an alternative to mass public education
- Inspire and nurture a positive work ethic
- Create and inspire excitement and enthusiasm for learning

SWOT Analysis: (Strengths, Weaknesses, Opportunities and Threats)

Strengths:

- Open 15 years (One of the first Charter school established in Arizona)
- Original Founder is still on administrative staff
- Small Class Sizes
- Strong and consistent volunteer support
- ASU partnership
- Parental Support
- Innovative activities/ Arts program, Literacy, tutoring lab

- Active engaging afterschool
- Individualized instruction
- Safe and comfortable learning environment for students
- Highly credentialed Staff
- Teachers are not afraid to care
- Teachers are great mentors
- Instructional programs are designed to enhance student academic growth
- Teachers are nor here just to get a paycheck
- Administration that supports the teacher/student individuality
- The school is a community in the community
- Community in the classroom
- Community in the school
- AOE provides opportunities and choices in learning
- Provides individualized instruction in a meaningful Way
- Maintain family/student enrollment with Longevity- Kindergarten through eighth Grade
- Listen to students and families
- Free lunch, Breakfast and dinner
- Small Family Environment
- Nurturing, encouraging and Caring Staff
- We know all of our students
- Role model and mentors for students
- Free Transportation

Weaknesses:

- Limited special area of instruction (Sports, Music, PE
- Limited Business Partnerships
- Limited Parenting Education/Engagement
- Lack of Teacher preparation
- Time On Task during the instructional Day
- More structured afterschool program
- Lack of Public Recognition
- Lack of Structured Behavioral program/Consequences
- Structured Physical Education and Playground activities
- Lack of flexible curriculum
- Copier Problems
- More Clubs, Educational Field Trips
- Lack of instructional Resources
- No national Board Certified Teachers
- No Student Mentors
- School Certification
- Limited resources

- Lack of instructional challenge for high learners

Opportunities:

- Numerous churches in community to provide outreach to families
- Provide community movie night
- Resources of Materials and staff to provide Parent education classes
- Community partners who provide student incentives, school supplies , uniforms and staff development and leadership coaching
- Community Neighbor-Baltz school District
- Multiple family dwelling Apartment complexes in the community
- Campus lends self to sponsor Carnivals and Open markets, Car shows
- Conveniently located(housing, freeways, shelters)
- Connections to community newspapers
- Parents assist with recruiting
- Space available for Preschool
- Increased and Improved Technology
- Afterschool Program
- Sage environment
- Space for growth
- Use local business for advertising.
- Social media (Facebook, You tube)

Threats:

- Internet safety
- Students are not fully engaged in the learning opportunities
- Parents use the school as a childcare facility
- *National Charter school Company takeovers*
- Other charters out performing AOE
- AOE not meeting the State and Charter Assessment benchmarks
- Staff and Teacher attitude Complacency
- Lack of Teacher certification
- Lack of student leadership integrated in the curriculum
- Lack of preparation by classroom teachers
- Lack of evacuation plan for bus and school
- Unwanted campus visitors
- Open and unwanted access to campus without security
- Lack of security officer
- Lack of education awareness by parents
- Community Neighbor-Baltz school District

Individual Staff Commitments:

I want to provide an opportunity to mentor students on a path to success.

I serve at AOE because I love to tap the potential that I see in each student.

I volunteer at AOE because I love and care about how our children are taught. I love the small environment and individualized approach.

AOE provides the teacher with the opportunity to explore new possibilities and help instill positive expectations for all children to succeed.

I want to create and duplicate variety of opportunities for students to succeed and pursue options to become productive and adults who contribute to the community.

I am a parent who had a child to grow and graduate from here. The people at the school care about the students and families. I believe that parents can see what I saw they will know that education is the most important thing. I care and see potential in the school.

I work at AOE because I can affect positive change in students' lives through mentoring positive role modeling and guided/directed behavioral change for future growth.

I serve at AOE because I want to help those who are not strong enough to see their potential. With my help, they can see the light (hope) in themselves to obtain and b a "life- long learner". The little Engine that said, "I think I can- I think I can" when all the other confident trains didn't think it possible. I know I can through My Lifelong learning process.

I want to inspire and motivate the initiative to help students strive for learning in a safe and productive environment.

Educating children to enrich their lives with Language Arts is a passion of mine. I spend time helping students realize how to move the universe forward by providing real life writing applications and opportunities.