

PHOENIX ACADEMY

630 Rockland St

ATSI non-Title 1 School Plan | 2021 - 2022

Steering Committee

| Name | Position/Role | Building/Group/Organization | Email |
|-------------------|-------------------------------|-----------------------------|--------------------------------|
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| Chastity Aponte | Parent | Phoenix Academy | |
| Natasha Maldonado | Student | Phoenix Academy | |
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Vision for Learning

Phoenix Academy is committed to providing a safe learning environment for students to accelerate their education, recover credits, and prepare for post-secondary endeavors. Phoenix Academy is dedicated to establishing an environment that produces post-secondary opportunities for all students regardless of their background, as well as creating productive members of society living to their full potential.

Summary Of Strengths and Challenges

Strengths

| Strength | Consideration In Plan |
|--|-----------------------|
| 75% of ELs scored Basic on the ELA PSSA | No |
| 3 re-testers scored proficient on Literature Keystone | No |
| 75% of EL students scored Basic on the ELA PSSA. | No |
| 6.3% of ED students scored proficient on the Science PSSA | No |
| Test participation is high. | Yes |
| Re-testers are demonstrating proficiency in alignment with the state average. | No |
| Hispanic students met the state goal for College and Career Standards. | No |
| All student group participated at 97% in tasks associated with College and Career Standards. | Yes |
| 18.2% of EL students scored Basic on the Algebra I Keystone | No |
| 31% of ED students scored Basic on the Algebra I Keystone | No |
| 43.1% of Retesters scored Basic on the Algebra keystones | No |
| Identify and address individual student learning needs | No |
| Implement evidence-based school wide positive behavior supports for students, academics, and behaviors | No |
| Continuously monitor implementation of the school improvement plan and adjust as needed | No |
| Collectively shape the vision for continuous improvement of teaching and learning | No |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Yes |

Challenges

| Challenge | Consideration In Plan |
|--|-----------------------|
| 1.9% of students are Proficient/Advanced in Math/Algebra | Yes |
| 3.8% of students are Proficient/Advanced in ELA/Literature | Yes |
| No students scored proficient/advanced on the Biology Keystone. | No |
| The Nature of Science had the largest gap between eligible and attained points. | No |
| Only 2% of Hispanic students are proficient on the Algebra I Keystone | No |
| Only 1.3% of students scored proficient on the Algebra I Keystone | No |
| 0% of students scored proficient on the Math PSSAs | No |
| Standardized assessments to monitor student progress leaving little time for other varieties of assessments. | No |
| Build leadership opportunities for staff to develop and implement that will better serve the school | No |
| Use multiple professional learning designs to support the learning needs of staff | Yes |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | No |
| | No |
| 0% of students with disabilities are scoring proficient in any tested subject. | No |
| Only 6% of ED students scored proficient on the Literature Keystone | No |
| Only 4.2% of ED students scored proficient on the ELA PSSA. | No |
| 0% of students with disabilities are scoring proficient in any tested subject. | No |
| Only 2% of Hispanic students are proficient on the Algebra PSSA. | No |
| No students scored proficient or advanced on the Biology Keystone | No |
| The Nature of Science had the largest gap between eligible and attained points | No |

Most Notable Observations/Patterns

The team discussed the need for multiple learning opportunities for staff to develop and implement a variety of best practices to better serve the student development and growth. In addition, students will need to improve their reading and math skills in order to successfully enter the work force or pursue post-secondary education and training, therefore proficiency percentages will need to grow in the areas of ELA and Math.

Analyzing Strengths and Challenges

Strengths

| Strength | Discussion Points |
|--|--|
| Test participation is high. | Staff proactively identifies the students who are required to test as well as using an incentive system for testers. This provides an accurate reflection of students and their abilities. |
| All student group participated at 97% in tasks associated with College and Career Standards. | College and Career Readiness is a focal point of the program from the beginning of student enrollment. |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Fidelity with PBIS tiers and implementation of building wide positive school environment. |

Challenges

| Challenge | Discussion Points | Priority For Planning | Priority Statement |
|---|--|-----------------------|---|
| 1.9% of students are Proficient/Advanced in Math/Algebra | Due to chronic absenteeism, there have been significant gaps in the students' learning, most specifically their number and operation skills as well as problem solving skills. | Yes | With a system of intentional math planning and instruction and on going academic support for all students, learners will increase math growth and achievement with a focus on areas of deficit in numbers and operations. |
| 3.8% of students are Proficient/Advanced in ELA/Literature | Due to chronic absenteeism, there have been significant gaps in students' learning, including their ability to read for meaning and interpret literature. | Yes | If we implement common expectations specific to literacy instruction, then students will apply these elements across all content areas and student achievement will increase. |
| Use multiple professional learning designs to support the learning needs of staff | Continued to promote participation in professional development outside Phoenix Academy for teachers to better support teaching and learning. | No | |

Goal Setting

Priority: With a system of intentional math planning and instruction and on going academic support for all students, learners will increase math growth and achievement with a focus on areas of deficit in numbers and operations.

| Outcome Category | Measurable Goal Statement | Measurable Goal Nickname | Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
|------------------|---|--------------------------|--|---|---|---|
| Mathematics | By June 2022, 30.2% of students will score proficient/advanced as measured by the Math PSSA/Algebra Keystone. | Math | By September 30, 2021 100% of currently enrolled students will complete the baseline CDT Math/Algebra assessments and will participate in a goal setting conference. | By December 31, 2021 100% of students will conference with their assigned staff member to check in on progress towards previously set goal for Math/Algebra CDT growth and develop an action plan when necessary. | By March 31, 2022 30% of students will have met their growth index on the Math/Algebra CDT as determined by their conferencing period with assigned staff member. | By June 2022, 30.2% of students will score proficient/advanced as measured by the Math PSSA/Algebra Keystone. |

Priority: If we implement common expectations specific to literacy instruction, then students will apply these elements across all content areas and student achievement will increase.

| Outcome Category | Measurable Goal Statement | Measurable Goal Nickname | Target 1st Quarter | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
|-----------------------|---|--------------------------|---|---|--|--|
| English Language Arts | By June 2022, 38.8% of students will score proficient/advanced as measured by the ELA PSSA/Literature Keystone. | ELA | By September 30, 2021 100% of currently enrolled students will complete the baseline CDT ELA assessments and will participate in a goal setting conference. | By December 31, 2021 100% of students will conference with their assigned staff member to check in on progress towards previously set goal for ELA CDT growth and develop an action plan where necessary. | By March 31, 2022 30% of students will have met their growth index on the ELA CDT as determined by their conferencing period with assigned staff member. | By June 2022 38.8% of students will score proficient/advanced as measured by the ELA PSSA/Literature Keystone. |

Action Plan

Action Plan for: WWC: The Enhanced Reading Opportunities Study; Early Impact Implementation Findings

| Measurable Goals | | Anticipated Output | | Monitoring/Evaluation | |
|---|------------------------|--|--------------------------------------|---|----------|
| <ul style="list-style-type: none"> ELA | | All students complete testing, students will goal set with instructional staff, and students will be able to demonstrate growth towards their goals. | | A testing schedule will be created and shared by an administrative team. Following testing, data is collected and distributed to instructional staff. Attendance is also monitored daily by attendance team to address excessive absenteeism. The administrative leadership team will analyze the data and targeted growth areas. | |
| Action Step | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Material/Resources/Supports Needed | PD Step? |
| Determine student literacy levels using CDTs and Reading Inventory testing. | 08/23/2021 | 10/01/2021 | Administrative leadership team | Reading Inventory, CDT | No |
| Provide PD on common evidence based literacy strategies, Step Up to Writing, and independent reading that should be used across all content areas | 08/23/2021 | 09/30/2021 | Administrative Leadership Team | Agenda, Sign Ins, Assessment Materials | Yes |
| Use CDT and other data to conference with students to develop their use of literacy strategies and writing skills which will improve comprehension and writing. | 08/23/2021 | 06/30/2022 | Instructional Coach | CDT data, Reading Inventory data, Conference Paperwork | No |
| Enact common expectations/language for evidence based literacy strategies and writing instruction across content areas. | 10/01/2021 | 03/01/2022 | Instructional Coach and ELA Teachers | Achieve the Core - Core Actions. Instructional Expectations Documentation. | No |
| Teachers in PLCs will examine student work. | 10/31/2021 | 06/30/2022 | Instructional Coach Teachers | Student work samples | No |
| Students will utilize teacher feedback to develop their use of literacy strategies and improve their reading and writing. | 10/01/2021 | 06/30/2022 | Teachers and Instructional Coach | CDT and Reading Inventory results, Student work samples, Common Assessments, Classroom based assessments | No |
| Students will participate in tiered intervention, as necessary. | 10/01/2021 | 06/30/2022 | Teachers and Instructional Coach | ELA Interventions, Lesson Plans | No |

Action Plan for: Explicit and Systematic Intervention Instruction-Instruction should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review (What Works Clearinghouse Educators Practice Guide, 2018)

| Measurable Goals | | Anticipated Output | | Monitoring/Evaluation | |
|---|------------------------|-----------------------------|--------------------------------------|--|----------|
| <ul style="list-style-type: none"> Math | | | | | |
| Action Step | Anticipated Start Date | Anticipated Completion Date | Lead Person/Position | Material/Resources/Supports Needed | PD Step? |
| Create, distribute, and educate students of basic mathematics vocabulary. | 08/23/2021 | 06/30/2022 | Instructional Coach Teachers | Math Curriculum Content Level Vocabulary Student Work Samples Lesson Plans | No |
| Determine student performance levels using CDTs and Math Inventory testing. | 08/23/2021 | 10/31/2021 | Instructional Coach and Teachers | CDT, Math Inventory | No |
| Provide constructive and timely feedback to students during conferencing and goal setting. | 10/01/2021 | 06/30/2022 | Instructional Coach, Teachers | CDT and Math Inventory Results | No |
| Differentiate instruction to meet the educational needs of all students. | 10/01/2021 | 06/30/2022 | Teachers Lead Instructional Staff | Lesson Plans | No |
| Teachers in PLCs will examine student work, identify gaps, and develop lessons that meet with needs of learners. | 10/01/2021 | 06/30/2022 | Teachers Instructional Coach | Student Work Samples Classroom Based Assessments Common Assessments | No |
| Provide PD on common evidence based mathematics strategies that support student learning at the rigor of the grade level standard | 10/01/2021 | 06/30/2022 | Instructional Coach Principal | Student data Agenda Sign In Sheets PD Materials | Yes |

Professional Development Action Steps

| Evidence-based Strategy | Action Steps |
|--|---|
| WWC: The Enhanced Reading Opportunities Study; Early Impact Implementation Findings | <ul style="list-style-type: none">• Provide PD on common evidence based literacy strategies, Step Up to Writing, and independent reading that should be used across all content areas |
| Explicit and Systematic Intervention Instruction-Instruction should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review (What Works Clearinghouse Educators Practice Guide, 2018) | <ul style="list-style-type: none">• Provide PD on common evidence based mathematics strategies that support student learning at the rigor of the grade level standard |

Professional Development Activities

| ELA Data Analysis Meeting | | | | | | |
|---------------------------|-------------------------|--|--|--------------------------------|--|--------------------------------------|
| Action Step | Audience | Topics to be Included | Evidence of Learning | Lead Person/Position | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| | All instructional staff | Student literacy levels, best practices for increasing student literacy levels | Lesson plans, walkthroughs to observe instructional strategies | Administrative leadership team | 10/01/2021 | 06/30/2022 |
| Learning Formats | | | | | | |
| Type of Activities | Frequency | | Danielson Framework Component Met in this Plan | | This Step Meets the Requirements of State Required Trainings | |
| Action research | Quarterly | | | | Language and Literacy Acquisition for All Students | |

| Math Data Analysis Meeting | | | | | | |
|----------------------------|-------------------------|---|---|--------------------------------|--|--------------------------------------|
| Action Step | Audience | Topics to be Included | Evidence of Learning | Lead Person/Position | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
| | All Instructional Staff | Student math levels, best practices for increasing levels, student testing data | Walkthroughs, Lesson Plans, Observational data, Achieve the Core - Core Actions | Administrative Leadership Team | 10/01/2021 | 06/30/2022 |
| Learning Formats | | | | | | |
| Type of Activities | Frequency | | Danielson Framework Component Met in this Plan | | This Step Meets the Requirements of State Required Trainings | |
| Action research | Quarterly | | | | Teaching Diverse Learners in an Inclusive Setting | |