**Phoenix Academy**
CSI School Plan | 2024 - 2025

# Profile and Plan Essentials

|  |  |
| --- | --- |
| **School** | AUN/Branch |
| Phoenix Academy | 113364002 |
| **Address 1** |
| 630 Rockland Street |
| **Address 2** |
|  |
| **City** | **State** | **Zip Code** |
| Lancaster | PA | 17602 |
| **Chief School Administrator** | **Chief School Administrator Email** |
| Keith Miles | keithmiles@sdlancaster.org |
| **Principal Name** |
| Jonathan Back, M.Ed. |
| **Principal Email** |
| jonathanback@sdlancaster.org |
| **Principal Phone Number** | **Principal Extension** |
| 717-735-7860 | 55503 |
| **School Improvement Facilitator Name** | **School Improvement Facilitator Email** |
| Gregory M. McGough, Ed.D., CSIS | gregory\_mcgough@iu13.org |

# Steering Committee

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/Role | Building/Group/Organization | Email |
| Gregory M. McGough, Ed.D., CSIS  | Education Specialist  | Lancaster-Lebanon IU 13  | Gregory\_McGough@iu13.org  |
| Diana Rodriguez  | Community Member  | Former Executive Director, Phoenix Academy  | dmrodriguez@sdlancaster.org  |
| Terry Martin  | District Level Leaders  | School District of Lancaster  | tmartin@sdlancaster.org  |
| Kayla Brathwaite  | Education Specialist  | 11/12 Team Leader, Phoenix Academy  | kaylabrathwaite@sdlancaster.org  |
| Tyler Real  | Education Specialist  | Director of Student Services, Phoenix Academy  | tareal@sdlancaster.org  |
| Anjelica Rooks  | Education Specialist  | Phoenix Academy  | ajrooks@sdlancaster.org  |
| Shana Carlstrom  | Education Specialist  | Director of Special Education, Phoenix Academy  | shana.carlstrom@sesischools.com  |
| Jonathan Back, M.Ed.  | Principal  | Phoenix Academy  | jonathanback@sdlancaster.org  |
| Joseph Gettle  | District Level Leaders  | Executive Director, Phoenix Academy  | josephgettle@sdlancaster.org  |
| Kristen Schuller  | Education Specialist  | Academic Coordinator, Phoenix Academy  | krlefeverschuller@sdlancaster.org  |
| Tara Morcom  | District Level Leaders  | School District of Lancaster  | tlmorocom@sdlancaster.org  |
| Jen Warren  | District Level Leaders  | School District of Lancaster  | jjwarren@sdlancaster.org  |
| Kristina Fulton  | Education Specialist  | Lancaster-Lebanon IU 13  | Kristina\_Fulton@iu13.org  |
| Brian Booker  | Education Specialist  | Lancaster-Lebanon IU 13  | Brian\_Booker@iu13.org  |
| Jennifer Bean  | Education Specialist  | Lancaster Lebanon IU-13  | Jennifer\_Bean@iu13.org  |
| Dana Fogg  | Teacher  | Math Instructor, Phoenix Academy  | danafogg@sdlancaster.org  |
| Delaney Kuklinski  | Teacher  | Communication Arts Instructor, Phoenix Academy  | delaneykuklinski@sdlancaster.org  |
| Antonio Harley  | Education Specialist  | 9/10 Team Leader, Phoenix Academy  | antonioharley@sdlancaster.org  |
| Stephanie McNulty  | Community Member  | Professor, Franklin and Marshall College  | stephanie.mcnulty@fandm.edu  |
| Ismail Smith Wade-El  | Community Member  | State Assembly Representative 49th District  | SKnoll@paqhouse.net  |
| Jodie Richardson  | Community Member  | Magisterial District Judge  | RichardsonJ@lancastercountypa.gov  |
| Jizelle Rodriguez  | Student  | Phoenix Academy  | 71685@sdlancaster.org  |
| Vanessa Rosa  | Student  | Phoenix Academy  | 67394@sdlancaster.org  |
| Wanda Santana  | Parent  | Phoenix Academy  | santanawandawit3@yahoo.com  |
| Witt Welch  | Community Member  | Director of Program Advancement, Benchmark Program  | wittwelch@benchmarkprogram.org  |
| Marcos Mercedes  | Student  | Phoenix Academy  | 84319@sdlancaster.org  |
| Kevin McKeither  | Community Member  | Predisposition Program Manager, Benchmark  | kevinmckeither@benchmarkprogram.org  |
| Noel Maldonado  | Parent  | Phoenix Academy  | nmaldonado81@gmail.com  |
| Dr. Keith Miles  | Chief School Administrator  | School District of Lancaster  | keithmiles@sdlancaster.org  |

# Vision for Learning

**Vision for Learning**

Phoenix Academy is committed to a cycle of continuous improvement to provide a safe, academically relevant, and restorative-centered learning environment that enables students to recover their academic credits while building the requisite skills to plan and pursue diverse post-secondary opportunities.

# Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **False** K | **False** 1 | **False** 2 | **False** 3 | **False** 4 | **False** 5 | **False** 6 |
| **True** 7 | **True** 8 | **True** 9 | **True** 10 | **True** 11 | **True** 12 |

## Review of the School Level Performance

### Strengths

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| All student ELA Proficient or Advanced from 3.7% in 2020-2021 to 12% in 2022-23 | Insufficient sample size in 2021-2022 required data being pulled from 2020-2021 to measure a notable increase in that interim. |
| All student attendance rate increased from 4.4% in 2021-2022 to 11.2% in 2022-2023 | This is notable increase that will continue to be worked on |

### Challenges

|  |  |
| --- | --- |
| Indicator | Comments/Notable Observations |
| Statewide Proficiency Assessment scores in ELA were 3.8% in 2020-21 to 12% in 2022-23  | The team recognizes that our literacy rates remain below the state average |
| Statewide Proficiency Assessment scores in Math was 0% in 2020-21 and remained 0% in 2022-23 | The team recognizes the lack of progress in this area is a significant challenge that needs to be addressed |
| The statewide attendance average for 2022-2023 is 73.9% while Phoenix Academy's 2022-23 attendance rate was 11.2% | While this was an improvement for Phoenix this will continue to be an area of focus moving forward |

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

|  |  |
| --- | --- |
| **Indicator**The Special Education 4 year graduation cohort increased 39.3% in 2021-22 to 46.2% in 2022-2023**ESSA Student Subgroups**Students with Disabilities | **Comments/Notable Observations**This is a notable increase |
| **Indicator**The Hispanic sub-group outperformed the all group for career standard benchmark during the 2022-23 school year by 7% (66.1% to 59.8%)**ESSA Student Subgroups**Hispanic | **Comments/Notable Observations**This indicates our Hispanic group is motivated when provided academically relevant curricula |
| **Indicator**Our Black sub-group Regular Attendance Rate went from 1.5% in 2021-2022 to 12.7% in 2022-23**ESSA Student Subgroups**African-American/Black | **Comments/Notable Observations**This is a notable increase in one year, but will remain an area of focus moving forward |

### Challenges

|  |  |
| --- | --- |
| **Indicator**English Language Arts/Literature Combined Ethnicity (10.2%) fell short of the All Group (12%)**ESSA Student Subgroups**Combined Ethnicity | **Comments/Notable Observations**Phoenix Academy seeks to identify trends in data from marginalized groups and students with Combined Ethnicity will be a new focus for data analysis |
| **Indicator**Our ELL sub-group regular attendance rate decreased from 7.5% in 2021-2022 to 2.4% in 2022-2023. This should also be considered in relative to our All Group regular attendance rate in 2022-23 of 11.2%**ESSA Student Subgroups**English Learners | **Comments/Notable Observations**We recognize that language, culture, and economic barriers contribute significantly to this data trend |
| **Indicator**The Math performance indicator for 2022-23 indicates a 0% proficiency for our Economically Disadvantaged sub-group**ESSA Student Subgroups**Economically Disadvantaged | **Comments/Notable Observations**This will remain an area of significant focus moving forward |
| **Indicator**School Demographics (Outliers): Asian (1%) White (4.3%) **ESSA Student Subgroups**Asian (not Hispanic), White | **Comments/Notable Observations**The Asian and White subgroups are too small to have data in the Future Ready Comprehensive Planning Portal (FRCPP) |

## Summary

### Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| All student ELA Proficient or Advanced from 3.7% in 2020-2021 to 12% in 2022-23 |
| All student attendance rate increased from 4.4% in 2021-2022 to 11.2% in 2022-2023 |

### Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

|  |
| --- |
| Statewide Proficiency Assessment scores in ELA were 3.8% in 2020-21 to 12% in 2022-23 |
| Statewide Proficiency Assessment scores in Math was 0% in 2020-21 and remained 0% in 2022-23 |
| The statewide attendance average for 2022-2023 is 73.9% while Phoenix Academy's 2022-23 attendance rate was 11.2% |

# Local Assessment

## English Language Arts

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| As indicated by end of year data analysis of Star Reading Assessments, 59% of Phoenix Academy students grew their Student Growth Proficiency (SGP) 35-65 percentage points | This indicator is only for those students that were a part of our 180 day cohort and were seated to complete three test administrations |
| As indicated by end of year data analysis of Star Reading Assessments, 28% of Phoenix Academy students grew their Scaled Score 40 points | This indicator is for only for those students that were a part of our 180 day cohort and were seated to complete three test administrations |

## English Language Arts Summary

### Strengths

|  |
| --- |
| As indicated by end of year data analysis of Star Reading Assessments, 59% of Phoenix Academy students grew their Student Growth Proficiency (SGP) 35-65 percentage points |

### Challenges

|  |
| --- |
|  |
| As indicated by end of year data analysis of Star Reading Assessments, 28% of Phoenix Academy students grew their Scaled Score 40 points |

## Mathematics

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| As indicated by end of year data analysis of Star Math Assessments, 66% of Phoenix Academy students grew their Student Growth Proficiency (SGP) 35-65 percentage points | This indicator is only for those students that were a part of our 180 day cohort and were seated to complete three test administrations |
| As indicated by end of year data analysis of Star Math Assessments, 52% of Phoenix Academy students grew their Scaled Score 40 points | This indicator is only for those students that were a part of our 180 day cohort and were seated to complete three test administrations |

## Mathematics Summary

### Strengths

|  |
| --- |
| As indicated by end of year data analysis of Star Math Assessments, 52% of Phoenix Academy students grew their Scaled Score 40 points |
| As indicated by end of year data analysis of Star Math Assessments, 66% of Phoenix Academy students grew their Student Growth Proficiency (SGP) 35-65 percentage points |

### Challenges

|  |
| --- |
| Implementing the use of additional resources such as IXL to enhance student outcomes and data gathering capabilities |

## Science, Technology, and Engineering Education

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| N/A | At the current time, we do not collect any data for Science, Technology, and Engineering Education  |

## Science, Technology, and Engineering Education Summary

### Strengths

|  |
| --- |
| N/A |

### Challenges

|  |
| --- |
| N/A |

# Related Academics

## Career Readiness

|  |  |
| --- | --- |
| **Data** | **Comments/Notable Observations** |
| All Phoenix Academy students utilize Xello for career education (59.6% of students completed their required updates during the 2023-24 school year) | Xello local data is reported to the state for students in grades 2 through 12 |

## Career and Technical Education (CTE) Programs

**True** Career and Technical Education (CTE) Programs Omit

## Arts and Humanities

**True** Arts and Humanities Omit

## Environment and Ecology

**True** Environment and Ecology Omit

## Family and Consumer Sciences

**True** Family and Consumer Sciences Omit

## Health, Safety, and Physical Education

**True** Health, Safety, and Physical Education Omit

## Social Studies (Civics and Government, Economics, Geography, History)

**True** Social Studies (Civics and Government, Economics, Geography, History) Omit

## Summary

### Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| Xello has helped to expose a number of our students to career possibilities that interest them, which has led to meaningful discussions around post-secondary pursuits between students and staff |
| Access to virtual college tours has allowed students to turn career interests from Xello into tangible goals |

### Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|  |
| --- |
| Attendance impacts the completion rate of Xello coursework and testing |

# Equity Considerations

## English Learners

**True** This student group is not a focus in this plan.

## Students with Disabilities

**True** This student group is not a focus in this plan.

## Students Considered Economically Disadvantaged

**True** This student group is not a focus in this plan.

## Student Groups by Race/Ethnicity

**True** This student group is not a focus in this plan.

## Summary

### Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

|  |
| --- |
| N/A |
|  |
|  |
|  |
|  |

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

|  |
| --- |
| N/A |
|  |
|  |
|  |
|  |

# Conditions for Leadership, Teaching, and Learning

## Focus on Continuous improvement of Instruction

|  |  |
| --- | --- |
| Align curricular materials and lesson plans to the PA Standards | Emerging |
| Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | Emerging |
| Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices | Emerging |
| Identify and address individual student learning needs | Emerging |
| Provide frequent, timely, and systematic feedback and support on instructional practices | Emerging |

## Empower Leadership

|  |  |
| --- | --- |
| Foster a culture of high expectations for success for all students, educators, families, and community members | Emerging |
| Collectively shape the vision for continuous improvement of teaching and learning | Emerging |
| Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school | Emerging |
| Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community | Emerging |
| Continuously monitor implementation of the school improvement plan and adjust as needed | Emerging |

## Provide Student-Centered Support Systems

|  |  |
| --- | --- |
| Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically | Emerging |
| Implement an evidence-based system of schoolwide positive behavior interventions and supports | Emerging |
| Implement a multi-tiered system of supports for academics and behavior | Operational |
| Implement evidence-based strategies to engage families to support learning | Not Yet Evident |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the school | Emerging |

## Foster Quality Professional Learning

|  |  |
| --- | --- |
| Identify professional learning needs through analysis of a variety of data | Emerging |
| Use multiple professional learning designs to support the learning needs of staff | Emerging |
| Monitor and evaluate the impact of professional learning on staff practices and student learning | Emerging |

## Summary

### Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

|  |
| --- |
| Our Multi-Tiered Student Support team meets weekly and communicates effectively with a variety of stakeholders to support a healthy school environment |
| Students receive 30 minutes of social emotional learning a day though small group guided interaction |

### Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

|  |
| --- |
| We as a school need to utilize the data from a variety of assessments (including formative, summative, and diagnostic) to inform and improve student instruction |
| We need to put measures in place to consistently monitor the implementation of our school improvement plan, including maintaining an active steering committee and implementation committee |
| We need to better align curriculum, assessments, and instruction to the PA Standards |
| We as a school need to return to implementing more of our pre-pandemic activities taking place outside of the school day to allow for students, parents/guardians, and community members to holistically interact with Phoenix Academy, thereby improving the school environment |
| In accordance with our contract with the School District of Lancaster, we need to raise our attendance 5% from the 2022-2023 school year, improving from 68% regular attendance to 73% |

# Summary of Strengths and Challenges from the Needs Assessment

## Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

|  |  |
| --- | --- |
| Strength | Check for Consideration in Plan |
| All student ELA Proficient or Advanced from 3.7% in 2020-2021 to 12% in 2022-23 | False |
| All student attendance rate increased from 4.4% in 2021-2022 to 11.2% in 2022-2023 | False |
| N/A | False |
| As indicated by end of year data analysis of Star Reading Assessments, 59% of Phoenix Academy students grew their Student Growth Proficiency (SGP) 35-65 percentage points | False |
| As indicated by end of year data analysis of Star Math Assessments, 52% of Phoenix Academy students grew their Scaled Score 40 points | True |
| As indicated by end of year data analysis of Star Math Assessments, 66% of Phoenix Academy students grew their Student Growth Proficiency (SGP) 35-65 percentage points | False |
| Access to virtual college tours has allowed students to turn career interests from Xello into tangible goals | False |
| Xello has helped to expose a number of our students to career possibilities that interest them, which has led to meaningful discussions around post-secondary pursuits between students and staff | False |
| Our Multi-Tiered Student Support team meets weekly and communicates effectively with a variety of stakeholders to support a healthy school environment | False |
| N/A | False |
| Students receive 30 minutes of social emotional learning a day though small group guided interaction  | True |
|  | False |

## Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

|  |  |
| --- | --- |
| Strength | Check for Consideration in Plan |
| Statewide Proficiency Assessment scores in ELA were 3.8% in 2020-21 to 12% in 2022-23 | True |
| Statewide Proficiency Assessment scores in Math was 0% in 2020-21 and remained 0% in 2022-23 | True |
|  | False |
| The statewide attendance average for 2022-2023 is 73.9% while Phoenix Academy's 2022-23 attendance rate was 11.2% | True |
| As indicated by end of year data analysis of Star Reading Assessments, 28% of Phoenix Academy students grew their Scaled Score 40 points | False |
| Implementing the use of additional resources such as IXL to enhance student outcomes and data gathering capabilities | False |
| N/A | False |
| In accordance with our contract with the School District of Lancaster, we need to raise our attendance 5% from the 2022-2023 school year, improving from 68% regular attendance to 73% | False |
| Attendance impacts the completion rate of Xello coursework and testing | False |
| We as a school need to return to implementing more of our pre-pandemic activities taking place outside of the school day to allow for students, parents/guardians, and community members to holistically interact with Phoenix Academy, thereby improving the school environment  | False |
| N/A | False |
| We as a school need to utilize the data from a variety of assessments (including formative, summative, and diagnostic) to inform and improve student instruction | False |
| We need to put measures in place to consistently monitor the implementation of our school improvement plan, including maintaining an active steering committee and implementation committee  | False |
|  | False |
| We need to better align curriculum, assessments, and instruction to the PA Standards  | False |

## Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

The team discussed the need for multiple learning opportunities for staff to develop and implement a variety of educational best practices to better serve student development and academic growth. In addition, students will need to improve their reading and math skills in order to successfully enter the workforce 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)

## Analyzing Challenges

|  |  |  |
| --- | --- | --- |
| **Analyzing Challenges** | **Discussion Points** | **Check for Priority** |
| Statewide Proficiency Assessment scores in ELA were 3.8% in 2020-21 to 12% in 2022-23 | The growth in this area from 2020-21 to 2022-23 is significant, but we recognize this remains significantly below the state average. We are therefore committed to reengaging students in the learning process through developing student reading interventions, providing professional development to support their implementation, and incentivizing student attendance. | True |
| Statewide Proficiency Assessment scores in Math was 0% in 2020-21 and remained 0% in 2022-23 | The is a noted area of significant challenge and we truly appreciate the School District of Lancaster's commitment to a Theory of Action to support the development of student math skills. Similar to our ELA strategy we seek to reengage the students through developing academically relevant math interventions and providing the professional development to our staff to support their implementation. | True |
| The statewide attendance average for 2022-2023 is 73.9% while Phoenix Academy's 2022-23 attendance rate was 11.2% | Phoenix Academy was designated for their 61% graduation rate. In an effort to progress monitor the four(4) & five(5) year cohort graduation rates, the administrative teams have decided to track regular attendance rates.  | True |

## Analyzing Strengths

|  |  |
| --- | --- |
| Analyzing Strengths | Discussion Points |
| Students receive 30 minutes of social emotional learning a day though small group guided interaction | The administrations observed that Maslow's needs superseded a focus Bloom's Taxonomy in relation to student achievement and have therefore made a commitment toward the additional advancement of its pre-existing SEL class to include Tier 1-3 supports to students with demonstrated academic and social emotional needs. |
| As indicated by end of year data analysis of Star Math Assessments, 52% of Phoenix Academy students grew their Scaled Score 40 points | The administration recognized that a math co-teaching model was effectively implemented and led to significant gains in STAR Assessment Data. This team teaching approach will continue to be supported and monitored through the 2024-2025 school year. |

## Priority Challenges

|  |  |
| --- | --- |
| Analyzing Priority Challenges | Priority Statements |
|  | IF we reengage our students in the learning process through providing individualized reading interventions, including an evidence-based strategy, as necessary and further incentivize student attendance THEN more learners will meet the established STAR scaled score benchmarks |
|  | IF we continue to utilize a co-teaching model in our mathematics class with a specific focus on providing academically relevant math interventions and an evidence-based strategy THEN learners will continue to advance their math skills |
|  | IF we further monitor and incentivize student attendance THEN learners will reengage in the learning process and obtain the requisite credits to graduate within their established graduation cohort |

# Goal Setting

## Priority: IF we reengage our students in the learning process through providing individualized reading interventions, including an evidence-based strategy, as necessary and further incentivize student attendance THEN more learners will meet the established STAR scaled score benchmarks

|  |
| --- |
| **Outcome Category** |
| English Language Arts  |
| **Measurable Goal Statement (Smart Goal)** |
| By June 30, 2025, 7% of Phoenix Academy's 180 Day ELA Cohort, with regular attendance, will demonstrate a proficient or advanced scale score. |
| **Measurable Goal Nickname (35 Character Max)** |
| ELA Achievement Goal |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Quarter 1 Benchmark: By October 31, 2024, 1% of Phoenix Academy's 180 Day ELA Cohort, with regular attendance, will demonstrate a proficient or advanced scale score. | Quarter 2 Benchmark: By January 31, 2025, 3% of Phoenix Academy's 180 Day ELA Cohort, with regular attendance, will demonstrate a proficient or advanced scale score. | Quarter 3 Benchmark: By April, 30, 2025, 5% of Phoenix Academy's 180 Day ELA Cohort, with regular attendance, will demonstrate a proficient or advanced scale score. | Quarter 4 Benchmark: By June, 30, 2025, 7% of Phoenix Academy's 180 Day ELA Cohort, with regular attendance, will demonstrate a proficient or advanced scale score. |

## Priority: IF we continue to utilize a co-teaching model in our mathematics class with a specific focus on providing academically relevant math interventions and an evidence-based strategy THEN learners will continue to advance their math skills

|  |
| --- |
| **Outcome Category** |
| Mathematics  |
| **Measurable Goal Statement (Smart Goal)** |
| By June 30, 2025, 6% of Phoenix Academy's 180 Day Mathematics Cohort, with regular attendance, will demonstrate a proficient or advanced scale score. |
| **Measurable Goal Nickname (35 Character Max)** |
| Mathematics Achievement Goal |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Quarter 1 Benchmark: By October 31, 2024, 0% of Phoenix Academy's Mathematics Cohort, with regular attendance, will demonstrate a proficient or advanced scale score. | Quarter 2 Benchmark: By January 31, 2025, 2% of Phoenix Academy's Mathematics Cohort, with regular attendance, will demonstrate a proficient or advanced scale score. | Quarter 3 Benchmark: By April 30, 2025, 4% of Phoenix Academy's Mathematics Cohort, with regular attendance, will demonstrate a proficient or advanced scale score. | Quarter 4 Benchmark: By June 30, 2025, 6% of Phoenix Academy's 180 Day Mathematics Cohort, with regular attendance, will demonstrate a proficient or advanced scale score. |

## Priority: IF we further monitor and incentivize student attendance THEN learners will reengage in the learning process and obtain the requisite credits to graduate within their established graduation cohort

|  |
| --- |
| **Outcome Category** |
| Regular Attendance  |
| **Measurable Goal Statement (Smart Goal)** |
| By June 30, 2025, 80% of Phoenix Academy's students will have a 70% average daily attendance (ADA). |
| **Measurable Goal Nickname (35 Character Max)** |
| Attendance Goal |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Benchmark 1: By October 31, 2024, 80% of Phoenix Academy students will have a 70% average daily attendance (ADA). | Benchmark 2: By January 31, 2025, 80% of Phoenix Academy students will have a 70% average daily attendance (ADA). | Benchmark 3: By April 30, 2025, 80% of Phoenix Academy students will have a 70% average daily attendance (ADA). | Benchmark 4: By June 30, 2025, 80% of Phoenix Academy students will have a 70% average daily attendance (ADA). |

|  |
| --- |
| **Outcome Category** |
| Regular Attendance  |
| **Measurable Goal Statement (Smart Goal)** |
|  |
| **Measurable Goal Nickname (35 Character Max)** |
|  |
| **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
|  |  |  |  |

# Action Plan

## Measurable Goals

|  |  |
| --- | --- |
| Mathematics Achievement Goal | Attendance Goal |
| ELA Achievement Goal |  |

## Action Plan For: Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text

|  |
| --- |
| **Measurable Goals:** |
| * By June 30, 2025, 7% of Phoenix Academy's 180 Day ELA Cohort, with regular attendance, will demonstrate a proficient or advanced scale score.
 |

|  |  |
| --- | --- |
| **Action Step** | **Anticipated Start/Completion Date** |
| (Word and World Knowledge) Monitor instructional use of vocabulary enrichment activities through informal and formal observation mechanisms and collaborative professional development opportunities | 2024-09-04 | 2025-10-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers, Additional Phoenix Resource Team as needed | Vocabulary Building PD, Anchor Charts, Student vocabulary materials and strategies, Provide Leveled Reading Resources, Embed Instructional Peer Collaborative Learning Opportunities within schedule, as well as PLC's, Supervisory and Coaching Goal Setting/Reflection Reviews, and with the SESI, LEA and IU-13 supports  | Yes  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| (Questioning) Monitor instructional use and modeling of questioning activities through informal and formal observation mechanisms and collaborative professional development opportunities | 2024-11-04 | 2025-01-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers, Additional Phoenix Resource Team as needed | Provide Leveled Reading Resources, Embed Instructional Peer Collaborative Learning Opportunities within schedule, as well as PLC's, Supervisory and Coaching Goal Setting/Reflection Reviews, and with the SESI, LEA and IU-13 supports  | Yes  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| (Getting the "gist") Monitor instructional use of establishing student routines while reading to summarize text through informal and formal observation mechanisms and collaborative professional development opportunities | 2025-02-03 | 2025-04-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers, Additional Phoenix Resource Team as needed | Provide Leveled Reading Resources, Embed Instructional Peer Collaborative Learning Opportunities within schedule, as well as PLC's, Supervisory and Coaching Goal Setting/Reflection Reviews, and with the SESI, LEA and IU-13 supports | Yes  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| (Monitoring Comprehension) Monitor instructional led activities that require students to combine the previous reading elements while they read text through informal and formal observation mechanisms and collaborative professional development opportunities | 2025-05-01 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers, Additional Phoenix Resource Team as needed | Provide Leveled Reading Resources, Embed Instructional Peer Collaborative Learning Opportunities within schedule, as well as PLC's, Supervisory and Coaching Goal Setting/Reflection Reviews, and with the SESI, LEA and IU-13 supports | Yes  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Quarterly Administration of STAR Reading Assessment | 2024-08-20 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers, Additional Phoenix Resource Team as needed | LEA Support - Director of Assessment and Accountability, I.T. Renaissance STAR Assessment Portal, Supervisory/Coaching review | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| 1:1 student conferencing and small group instruction | 2024-08-20 | 2024-10-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers, Additional Phoenix Resource Team as needed | LEA Support - Data/Analytics, Director of Assessment and Accountability, Culture and Climate (Ruler), Supervisory/Coaching review | Yes  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| PD - Text Dependent Analysis, Teacher Clarity/Success Attributes | 2024-08-20 | 2025-01-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Jonathan Back, Principal, Kristen Schuller/Academic Coordinator, SIF/Gregory McGough | IU-13 Support, Supervisory/Coaching review | Yes  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Curriculum and Instruction will be adapted to observe the steps in the evidence based strategy and to enhance academic relevance | 2024-08-20 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers, Additional Phoenix Resource Team as needed | Student Assessment Data (formative, summative, and diagnostic, LEA Support with curriculum initiatives, Supervisory/Coaching review | Yes  |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Improved use of teacher led activities to accelerate student reading comprehension through informal and formal observations and collecting learning artifacts from teachers | People: CSI Implementation Team: Frequency: Biweekly Tracking Form, Monthly and Quarterly Reviews; Methods: Agendas and data analysis |

## Action Plan For: Recommendation 2: Assist students in monitoring and reflecting on the problem-solving process

|  |
| --- |
| **Measurable Goals:** |
| * By June 30, 2025, 6% of Phoenix Academy's 180 Day Mathematics Cohort, with regular attendance, will demonstrate a proficient or advanced scale score.
 |

|  |  |
| --- | --- |
| **Action Step** | **Anticipated Start/Completion Date** |
| Providing students with problem solving prompts to monitor and reflect. | 2024-08-20 | 2025-01-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers, Additional Phoenix Resource Team as needed | Anchor Charts, Scaffolding materials for problem solving and metacognitive artifacts, Embed Instructional Peer Collaborative Learning Opportunities within schedule, as well as PLC's, Supervisory and Coaching Goal Setting/Reflection Reviews, and with the SESI, LEA and IU-13 supports | Yes  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Model how to monitor and reflect | 2024-08-20 | 2025-01-31 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers, Additional Phoenix Resource Team as needed | Anchor Charts, Scaffolding materials for problem solving and metacognitive artifacts, Embed Instructional Peer Collaborative Learning Opportunities within schedule, as well as PLC's, Supervisory and Coaching Goal Setting/Reflection Reviews, and with the SESI, LEA and IU-13 supports | Yes  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Use student thinking to drive instruction. | 2024-08-20 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers, Additional Phoenix Resource Team as needed | Anchor Charts, Scaffolding materials for problem solving and metacognitive artifacts, Embed Instructional Peer Collaborative Learning Opportunities within schedule, as well as PLC's, Supervisory and Coaching Goal Setting/Reflection Reviews, and with the SESI, LEA and IU-13 supports | Yes  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Quarterly Administration of STAR Reading Assessment | 2024-08-20 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers, Additional Phoenix Resource Team as needed | LEA Support - Director of Assessment and Accountability, I.T. Renaissance STAR Assessment Portal, Supervisory/Coaching review | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| 1:1 student conferencing and small group instruction | 2024-08-20 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers, Additional Phoenix Resource Team as needed | LEA Support - Data/Analytics, Director of Assessment and Accountability, Culture and Climate (Ruler), Supervisory/Coaching review | Yes  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Curriculum and Instruction will be adapted to observe the steps in the evidence based strategy and to enhance academic relevance | 2024-08-20 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Jonathan Back/Principal, Kristen Schuller/Academic Coordinator, Teacher Leaders, Classroom Teachers, Additional Phoenix Resource Team as needed | Student Assessment Data (formative, summative, and diagnostic, LEA Support with curriculum initiatives, Supervisory/Coaching review | Yes  |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Improved use of teacher led activities to accelerate student problem solving through informal and formal observations and collecting learning artifacts from teachers | People: CSI Implementation Team: Frequency: Biweekly Tracking Form, Monthly and Quarterly Reviews; Methods: Agendas and data analysis |

## Action Plan For: (Attendance) Check and Connect

|  |
| --- |
| **Measurable Goals:** |
| * By June 30, 2025, 80% of Phoenix Academy's students will have a 70% average daily attendance (ADA).
 |

|  |  |
| --- | --- |
| **Action Step** | **Anticipated Start/Completion Date** |
| Hire Check and Connect Person | 2024-08-21 | 2024-09-24 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Terry Martin, Assistant Director of Student Supports and Services | LEA Support | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Train Staff and Faculty in the processes of taking period attendance | 2024-08-20 | 2024-09-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Phoenix Resource Team | LEA Support (e.g. Synergy/IT assistance)  | Yes  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Bi-weekly home visitations | 2024-08-20 | 2024-09-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Phoenix Academy Resource Team, HSV, Check and Connect | LEA Support (IT/Synergy) | Yes  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Developing Advisory Model to include explicit instruction in Social Emotional Learning | 2024-08-20 | 2024-11-30 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Phoenix Academy Resource Team/Phoenix Ruler Committee | Scheduling Requirements, LEA Support - IT Support (Synergy); School and Climate, Phoenix Academy Ruler Committee, Empower U, XELLO, Overcoming Obstacles curriculum, Conferencing Documents,  | Yes  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Phone Calls to Parents | 2024-08-26 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Phoenix Academy Resource Team | LEA Support - IT Support (Synergy Access) | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| 3-6-10 day Attendance Letters and pre AIC meetings and AIC's as needed | 2024-08-20 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Phoenix Academy Resource Team, HSV | LEA Support - IT Support (Synergy Access), Regular Data Analytic Reports | No  |  |
| **Action Step** | **Anticipated Start/Completion Date** |
| Use LEA/SESI analytic data to enhance student engagement through teacher observations, parent contacts, student conferencing and related MTSS truancy data | 2024-08-20 | 2025-06-06 |
| **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |  |
| Phoenix Academy Resource Team, HSV, Check and Connect | LEA and Specialized Education Services Incorporated (SESI) supports | Yes  |  |

|  |  |
| --- | --- |
| **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
| Enhance student engagement through students and community/family outreach that is driven by data analytic processes and measured by improved student attendance | People: CSI Implementation Team: Frequency: Biweekly Tracking Form, Monthly and Quarterly Reviews; Methods: Agendas and data analysis |

# Expenditure Tables

## School Improvement Set Aside Grant

**False** School does not receive School Improvement Set Aside Grant.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expenditure Description**  | **Action Plan(s)** | **eGgrant Budget Category (Set Aside grant)** | **ESSA Tier** | **Amount** |
| Check and Connect (Salary)\* Phoenix Academy is an institution charged with supporting students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Phoenix Academy students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction. | * (Attendance) Check and Connect
 | Salary                                                                                | 3  | 48460 |
| Check and Connect (Benefits)\* Phoenix Academy is an institution charged with supporting students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Phoenix Academy students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction. | * (Attendance) Check and Connect
 | Benefits                                                                            | 3  | 12115 |
| Check and Connect (Services)\* Phoenix Academy is an institution charged with supporting students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Phoenix Academy students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction. | * (Attendance) Check and Connect
 | Services                                                                            | 3  | 11785 |
| Professional Development \* Phoenix Academy is an institution charged with supporting students who historically score below the State/local averages in English Language Arts (ELA) & math. A majority of Phoenix Academy students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction.  | * Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text
* Recommendation 2: Assist students in monitoring and reflecting on the problem-solving process
* (Attendance) Check and Connect
 | Supplies & Property  | 1  | 30000 |
| MTSS and Instructional Materials \* Phoenix Academy is an institution charged with supporting students who historically score below the State/local averages in English Language Arts (ELA) & maths. A majority of Phoenix Academy students are several grade-levels below their grade-appropriate peer groups. The team has selected an ESSA Tier 1 evidence-based strategy (EBS) for reading comprehension and for mathematical problem-solving from the U.S. Dept. of Education's "What Works Clearinghouse." These EBS will provide those missing concepts/competencies so that students can re-engage in classroom instruction. | * Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text
* Recommendation 2: Assist students in monitoring and reflecting on the problem-solving process
* (Attendance) Check and Connect
 | Supplies & Property  | 1  | 49888 |
| **Total Expenditures** | 152248 |

## Schoolwide Title 1 Funding Allocation

**True** School does not receive Schoolwide Title 1 funding.

# Professional Development

## Professional Development Action Steps

|  |  |
| --- | --- |
| **Evidence-based Strategy** | Action Steps |
| Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text | (Word and World Knowledge) Monitor instructional use of vocabulary enrichment activities through informal and formal observation mechanisms and collaborative professional development opportunities |
| Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text | (Questioning) Monitor instructional use and modeling of questioning activities through informal and formal observation mechanisms and collaborative professional development opportunities |
| Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text | (Getting the "gist") Monitor instructional use of establishing student routines while reading to summarize text through informal and formal observation mechanisms and collaborative professional development opportunities |
| Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text | (Monitoring Comprehension) Monitor instructional led activities that require students to combine the previous reading elements while they read text through informal and formal observation mechanisms and collaborative professional development opportunities |
| Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text | 1:1 student conferencing and small group instruction |
| Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text | PD - Text Dependent Analysis, Teacher Clarity/Success Attributes |
| Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text | Curriculum and Instruction will be adapted to observe the steps in the evidence based strategy and to enhance academic relevance |
| Recommendation 2: Assist students in monitoring and reflecting on the problem-solving process | Providing students with problem solving prompts to monitor and reflect. |
| Recommendation 2: Assist students in monitoring and reflecting on the problem-solving process | Model how to monitor and reflect |
| Recommendation 2: Assist students in monitoring and reflecting on the problem-solving process | Use student thinking to drive instruction. |
| Recommendation 2: Assist students in monitoring and reflecting on the problem-solving process | 1:1 student conferencing and small group instruction |
| Recommendation 2: Assist students in monitoring and reflecting on the problem-solving process | Curriculum and Instruction will be adapted to observe the steps in the evidence based strategy and to enhance academic relevance |
| (Attendance) Check and Connect | Train Staff and Faculty in the processes of taking period attendance |
| (Attendance) Check and Connect | Bi-weekly home visitations |
| (Attendance) Check and Connect | Developing Advisory Model to include explicit instruction in Social Emotional Learning |
| (Attendance) Check and Connect | Use LEA/SESI analytic data to enhance student engagement through teacher observations, parent contacts, student conferencing and related MTSS truancy data |

## ELA Professional Development

|  |
| --- |
| **Action Step** |
| * (Word and World Knowledge) Monitor instructional use of vocabulary enrichment activities through informal and formal observation mechanisms and collaborative professional development opportunities
* (Questioning) Monitor instructional use and modeling of questioning activities through informal and formal observation mechanisms and collaborative professional development opportunities
* (Getting the "gist") Monitor instructional use of establishing student routines while reading to summarize text through informal and formal observation mechanisms and collaborative professional development opportunities
* (Monitoring Comprehension) Monitor instructional led activities that require students to combine the previous reading elements while they read text through informal and formal observation mechanisms and collaborative professional development opportunities
* 1:1 student conferencing and small group instruction
* PD - Text Dependent Analysis, Teacher Clarity/Success Attributes
 |
| **Audience** |
| Instructional Staff |
| **Topics to be Included** |
| Anchor Charts; Vocabulary Activities; Scaffolding Strategies; Text Dependent Analysis Instruction; Teacher Clarity; Success Attributes; Establishing Student Reading Comprehension Routines; Summarizing Strategies |
| **Evidence of Learning** |
| Implementation of strategies in classroom setting as observed through informal and formal observations |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Jonathan Back, Principal; Kristen Schuller Academic Coordinator; IU-13; LEA | 2024-08-20 | 2025-06-06 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC)  | Weekly |
| **Observation and Practice Framework Met in this Plan** |
| * 3b: Using Questioning and Discussion Techniques
* 3a: Communicating with Students
* 1c: Setting Instructional Outcomes
* 4c: Communicating with Families
* 1e: Designing Coherent Instruction
* 4d: Participating in a Professional Community
* 1b: Demonstrating Knowledge of Students
* 3c: Engaging Students in Learning
* 4b: Maintaining Accurate Records
 |
| **This Step Meets the Requirements of State Required Trainings** |
|  |

## Problem Solving

|  |
| --- |
| **Action Step** |
| * Providing students with problem solving prompts to monitor and reflect.
* Model how to monitor and reflect
* Use student thinking to drive instruction.
* 1:1 student conferencing and small group instruction
* Curriculum and Instruction will be adapted to observe the steps in the evidence based strategy and to enhance academic relevance
 |
| **Audience** |
| Instructional Staff |
| **Topics to be Included** |
| Problem solving activities, Scaffolding to encourage student reflection, Collecting student artifacts, Student conferencing documentations |
| **Evidence of Learning** |
| Evidence of strategy usage through informal and formal observations |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Jonathan Back/Principal, Kristen Schuller, Academic Coordinator, IU-13; LEA | 2024-08-20 | 2025-06-06 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC)  | weekly |
| **Observation and Practice Framework Met in this Plan** |
| * 3a: Communicating with Students
* 1d: Demonstrating Knowledge of Resources
* 4b: Maintaining Accurate Records
* 1c: Setting Instructional Outcomes
* 4a: Reflecting on Teaching
* 1e: Designing Coherent Instruction
* 4d: Participating in a Professional Community
* 1b: Demonstrating Knowledge of Students
* 3c: Engaging Students in Learning
* 2b: Establishing a Culture for Learning
 |
| **This Step Meets the Requirements of State Required Trainings** |
|  |

## Attendance Professional Development

|  |
| --- |
| **Action Step** |
| * Train Staff and Faculty in the processes of taking period attendance
* Developing Advisory Model to include explicit instruction in Social Emotional Learning
* 1:1 student conferencing and small group instruction
* Use LEA/SESI analytic data to enhance student engagement through teacher observations, parent contacts, student conferencing and related MTSS truancy data
 |
| **Audience** |
| All Staff/Faculty |
| **Topics to be Included** |
| Period Attendance; Conferencing with Students; Record Keeping; SEL Curriculum Review; Data Analytic Training |
| **Evidence of Learning** |
| Accurate Record Keeping as illustrated through Data Analytic Reports |
| **Lead Person/Position** | **Anticipated Start** | **Anticipated Completion** |
| Phoenix Resource Team; LEA;SESI | 2024-08-20 | 2025-06-30 |

## Learning Format

|  |  |
| --- | --- |
| **Type of Activities** | **Frequency** |
| Professional Learning Community (PLC)  | As needed |
| **Observation and Practice Framework Met in this Plan** |
| * 2a: Creating an Environment of Respect and Rapport
* 1d: Demonstrating Knowledge of Resources
* 4c: Communicating with Families
* 3c: Engaging Students in Learning
* 1b: Demonstrating Knowledge of Students
* 4b: Maintaining Accurate Records
* 3a: Communicating with Students
* 3e: Demonstrating Flexibility and Responsiveness
* 4d: Participating in a Professional Community
 |
| **This Step Meets the Requirements of State Required Trainings** |
|  |

# Approvals & Signatures

|  |
| --- |
| **Uploaded Files** |
| * Board Affirmation Statement.pdf
 |

|  |  |
| --- | --- |
| **Chief School Administrator** | **Date** |
| Dr Keith Miles | 2024-08-20 |
| **Building Principal Signature** | **Date** |
| Jonathan Back, M.Ed., Phoenix Academy, Principal | 2024-08-28 |
| **School Improvement Facilitator Signature** | **Date** |
| Gregory M. McGough, Ed.D., CSIS | 2024-08-26 |