

Miami-Dade County Public Schools

Phoenix Academy Of Excellence North



2019-20 Schoolwide Improvement Plan

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Phoenix Academy Of Excellence North

13301 NW 24TH AVE, Miami, FL 33167

www.phoenixaoe.com

Demographics

Principal: Latoya Tucker Robinson T

Start Date for this Principal: 8/22/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p>Charter School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

School Grades History

Year
Grade

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our Mission at Phoenix Academy of Excellence is to provide students with an innovative, non-traditional and traditional learning environment to motivate our learners to fulfill their potential, both academically and socially. We are committed to educating our students through individualized instruction that is tailored to meet each student’s needs. The goal of Phoenix Academy is to MOTIVATE, EDUCATE, and PREPARE our students, but also CULTIVATE life-long learners.

Provide the school's vision statement.

“To provide the groundwork for continued success for a lifetime of achievement and success...”
 Phoenix Academy offers students, who are challenged by the traditional approach to learning, the opportunity to earn a state-recognized high school diploma. We recognize that the students we serve require a solid middle school education, job preparedness, and readiness for continuing education.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Tucker Robinson, Latoya	Principal	As the principal, I am responsible for leading teachers and staff, setting goals and ensuring that students meet their learning objectives. Also, overseeing the school's day-to-day operations as well as handling disciplinary matters, managing a budget and hiring teachers and other personnel. At the end of the day I am responsible for ensuring that students are safe at all times.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	4	6	0	0	0	0	0	10
Attendance below 90 percent	0	0	0	0	0	0	2	6	0	0	0	0	0	8
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Level 1 on statewide assessment	0	0	0	0	0	0	4	10	1	0	0	0	0	15

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	0	0	0	0	0	0	2	5	0	0	0	0	0	7
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The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year	0	0	0	0	0	0	3	2	0	0	0	0	0	5
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Students retained two or more times	0	0	0	0	0	0	1	1	0	0	0	0	0	2
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FTE units allocated to school (total number of teacher units)

2

Date this data was collected or last updated

Sunday 8/18/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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One or more suspensions	0	0	0	0	0	0	4	3	3	0	0	0	0	10
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Course failure in ELA or Math	0	0	0	0	0	0	4	5	4	0	0	0	0	13
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Level 1 on statewide assessment	0	0	0	0	0	0	6	4	4	0	0	0	0	14
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The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Attendance below 90 percent	0	0	0	0	0	0	1	5	8	0	0	0	0	14
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One or more suspensions	0	0	0	0	0	0	4	3	3	0	0	0	0	10
-------------------------	---	---	---	---	---	---	---	---	---	---	---	---	---	----

Course failure in ELA or Math	0	0	0	0	0	0	4	5	4	0	0	0	0	13
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Level 1 on statewide assessment	0	0	0	0	0	0	6	4	4	0	0	0	0	14
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The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	58%	54%	0%	53%	52%
ELA Learning Gains	0%	58%	54%	0%	55%	54%
ELA Lowest 25th Percentile	0%	52%	47%	0%	48%	44%
Math Achievement	0%	58%	58%	0%	54%	56%
Math Learning Gains	0%	56%	57%	0%	56%	57%
Math Lowest 25th Percentile	0%	54%	51%	0%	51%	50%
Science Achievement	0%	52%	51%	0%	50%	50%
Social Studies Achievement	0%	74%	72%	0%	70%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	4 (0)	6 (0)	0 (0)	10 (0)
Attendance below 90 percent	2 (0)	6 (0)	0 (0)	8 (0)
One or more suspensions	0 (4)	0 (3)	0 (3)	0 (10)
Course failure in ELA or Math	1 (4)	1 (5)	0 (4)	2 (13)
Level 1 on statewide assessment	4 (6)	10 (4)	1 (4)	15 (14)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	8%	58%	-50%	54%	-46%
	2018					
Cohort Comparison						
07	2019	6%	56%	-50%	52%	-46%
	2018					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		6%				
08	2019	0%	60%	-60%	56%	-56%
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	8%	58%	-50%	55%	-47%
	2018					
Cohort Comparison						
07	2019	0%	53%	-53%	54%	-54%
	2018					
Cohort Comparison		0%				
08	2019	0%	40%	-40%	46%	-46%
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	0%	43%	-43%	48%	-48%
	2018					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	6%	73%	-67%	71%	-65%
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	5	41		5	17						
FRL	8	45		8	17						
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	17
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	68
Total Components for the Federal Index	4
Percent Tested	93%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	17
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	20
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

Mathematics

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

Low foundational skills. This is an alternative school that serves overaged under-credited students which impacts the performance data.

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

Low foundational skills. This is an alternative school that serves overaged under-credited students which impacts the performance data.

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

No trends to monitor due to having one year of data.

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

FSA Proficiency and attendance

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

1. Attendance
2. ELA Proficiency
3. Mathematics Proficiency
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title

Rationale

State the measurable outcome the school plans to achieve

Person responsible for monitoring outcome [no one identified]

Evidence-based Strategy

Rationale for Evidence-based Strategy

Action Step

Description

- 1.
- 2.
- 3.
- 4.
- 5.

Person Responsible [no one identified]

#2

Title Attendance rationale when students are in school they are learning.

Rationale

State the measurable outcome the school plans to achieve School will improve attendance by 5% of students with 90% attendance or above

Person responsible for monitoring outcome [no one identified]

Evidence-based Strategy Attendance review committee meeting

Rationale for Evidence-based Strategy ARC has proven effective when improving attendance outcomes.

Action Step

Description

1. ARC
2. Incentives for attendance
- 3.
- 4.
- 5.

Person Responsible Latoya Tucker Robinson (927147@dadeschools.net)

Additional Schoolwide Improvement Priorities (optional)

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

Part IV: Title I Requirements

Additional Title I Requirements

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

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

In order to assist our students needs there must be positive connections with parents, families and community stakeholders. Therefore, we have partnered with The Opa-Locka Community Development Corporation (OLCDC) as a resource that provides various services to families. These services consist of academic assistance for students, health services for parents , employment, art, and economic development..

PFEP Link

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

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

Through our partnership with The OLCDC, we have begun signing all students up for the HOPE program. This service provides counseling as well as tutoring services for students. We also consult with Baron Counseling group which provides in house counseling to those students who have been identified to receive services on their IEP's.

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

As students are enrolled they are involved in orientation. This allows students an opportunity to gain some insight on the school's mission/vision, as well as create a portfolio which includes an interest inventory. This inventory provides us with information to better assist the child academically.

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

As the student is enrolled successfully, the next step would be orientation. This session allows students an opportunity to learn the expectations of the school and understand how the school will assist them academically. They will set academic goals as well as begin to develop a career plan. Our Dean of students will facilitate. The student will also take a baseline assessment which will give us entry-level data on each child before placing them in class. Students will be monitored academically/career by administration.

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

All students enrolled at our school attend a career class. This course helps students set future goals by way of developing a personal/professional plan. Then we provide opportunities for students to gain knowledge of different careers and skills to build capacity. We have also reached out to local businesses to invite them in and made arrangements to take students off campus to expose to different professions.