Collier County Public Schools

The Phoenix Program Immokalee

2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics 3

Purpose and Outline of the SIP 4

School Information 6

Needs Assessment 8

Planning for Improvement 12

Title I Requirements 14

Budget to Support Goals 0

The Phoenix Program Immokalee

614 S 5TH ST, Immokalee, FL 34142

[no web address on file]

Demographics

Principal: Brent Klein Start Date for this Principal: 8/14/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 4-12
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)	
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	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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 Collier 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.

Table of Contents

Purpose and Outline of the SIP 4

School Information 6

Needs Assessment 8

Planning for Improvement 12

Title I Requirements 14

Budget to Support Goals 0

The Phoenix Program Immokalee

614 S 5TH ST, Immokalee, FL 34142

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School 4-12	No	%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	%

School Grades History

Year	
Grade	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The goal of Phoenix Naples is to provide an alternative route for students that have not been successful in the traditional school setting, are behind cohort, have failed state assessments, have low GPAs, behaviors, or have chronic absenteeism. Students are encouraged to reclaim responsibility and become active participants in their educational experience.

Provide the school's vision statement.

All students will complete school prepared for ongoing learning, as well as community and global responsibilities.

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
Janssen, Cynthia	Principal	Dr. Janssen monitors the Assistant Principals and handles all staff hiring for the two Phoenix sites. She delegates the leadership team's duties and manages the finances. She reports to the district and ensures that Phoenix is in compliance with all state and district requirements. She does an evaluation on each staff member. Dr. Janssen ensures that her three assistant principals are up to date with program and district information by holding weekly debriefs, along with leadership team meetings bi-weekly will all of the lead teachers and key people in leadership roles.
Cox, Dan	Assistant Principal	Dr. Daniel Cox serves at the on site leader for Phoenix Naples. He completes the evaluations, and monitors the data for this program. He serves in both the curriculum and instruction role and attendance and discipline role. He is responsible for the textbook distribution, instructional supplies and laptops, and the facilities. He is implementing the new Social Emotional Learning program and training the teachers and staff. He is supervising the site based testing coordinator for Phoenix Naples.

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	1	0	11	17	28	12	5	74
Attendance below 90 percent	0	0	0	0	0	0	1	0	9	12	23	10	2	57
One or more suspensions	0	0	0	0	0	0	1	0	6	10	14	6	3	40
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	6	8	18	5	2	39

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	1	0	9	14	26	11	3	64

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	1	0	4	7	1	4	1	18
Students retained two or more times	0	0	0	0	0	0	0	0	1	1	1	0	0	3

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

4

Date this data was collected or last updated

Wednesday 8/14/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	1	13	32	12	7	0	65
One or more suspensions	0	0	0	0	0	0	0	0	7	12	6	4	1	30
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	12	19	10	4	1	46

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	1	14	26	14	7	1	63

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%	59%	61%	0%	60%	57%
ELA Learning Gains	0%	61%	59%	0%	55%	57%
ELA Lowest 25th Percentile	0%	63%	54%	0%	54%	51%
Math Achievement	0%	66%	62%	0%	63%	58%
Math Learning Gains	0%	61%	59%	0%	65%	56%
Math Lowest 25th Percentile	0%	58%	52%	0%	58%	50%
Science Achievement	0%	46%	56%	0%	68%	53%
Social Studies Achievement	0%	83%	78%	0%	79%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	1 (0)	0 (0)	11 (0)	17 (0)	28 (0)	12 (0)	5 (0)	74 (0)
Attendance below 90 percent	0 ()	0 ()	1 ()	0 ()	9 ()	12 ()	23 ()	10 ()	2 ()	57 (0)
One or more suspensions	0 (0)	0 (0)	1 (0)	0 (0)	6 (0)	10 (0)	14 (0)	6 (0)	3 (0)	40 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	6 (0)	8 (0)	18 (0)	5 (0)	2 (0)	39 (0)

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**
04	2019					
	2018					
Cohort Comparison						
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019	0%	55%	-55%	52%	-52%
	2018	0%	54%	-54%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	17%	58%	-41%	56%	-39%
	2018	5%	63%	-58%	58%	-53%
Same Grade Comparison		12%				
Cohort Comparison		17%				
09	2019	13%	56%	-43%	55%	-42%
	2018	25%	56%	-31%	53%	-28%
Same Grade Comparison		-12%				
Cohort Comparison		8%				
10	2019	18%	53%	-35%	53%	-35%
	2018	0%	59%	-59%	53%	-53%
Same Grade Comparison		18%				
Cohort Comparison		-7%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
04	2019					
	2018					
Cohort Comparison						
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019	0%	66%	-66%	54%	-54%
	2018	0%	67%	-67%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	36%	-36%	46%	-46%
	2018	22%	43%	-21%	45%	-23%
Same Grade Comparison		-22%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019					
	2018					
Cohort Comparison						
08	2019	15%	52%	-37%	48%	-33%
	2018	0%	56%	-56%	50%	-50%
Same Grade Comparison		15%				
Cohort Comparison		15%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	68%	-68%	67%	-67%
2018	0%	72%	-72%	65%	-65%
Compare		0%			

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	72%	-72%	71%	-71%
2018	0%	70%	-70%	71%	-71%
Compare		0%			

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	0%	72%	-72%	70%	-70%
2018	0%	72%	-72%	68%	-68%
Compare		0%			

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	10%	67%	-57%	61%	-51%
2018	9%	67%	-58%	62%	-53%
Compare		1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	59%	-59%	57%	-57%
2018	0%	67%	-67%	56%	-56%
Compare		0%			

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
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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	

Subgroup Data

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.

A few of of our students passed the Algebra I or Geometry tests. Many of the students who come to us are already well below grade level and have been retained.

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

The Algebra I dropped 21%, but our Reading FSA also dropped. Eighth grade reading dropped by 16% and 10th grade reading dropped by 12%. This put us 50% off the district in the 8th grade and 45% below the district in the 10th.

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

The largest gap between Phoenix Immokalee and the state occurred in Social Studies. Both US History and Civics were at -70%. We were substantially below the state average, with 0 passing the test.

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

Despite the fact we are well below district average we did see some cohort increases in ELA (+17%) at 9th grade and +8% in the 9th grade. Science in 8th grade also increased 15%.

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

Our attendance data reflects a disenfranchised population of students who have not experienced success in school, and tend to feel that they have been excluded from the traditional school populations. They enroll under negative circumstances, and it is effort on our part to make them realize that we are working to help them succeed. 83% of our Phoenix students are economically needy. Many parents work two jobs and are not available to come in for conferences. They are also not available to supervise their children, so some students run afoul of the legal system. 71% of our students are under the 90% attendance rate. The overall program is at a 75% attendance rate for the year. This is the most critical challenge that we face, and we have developed a stronger positive behavior plan to motivate students to come to school so that they will experience success, and meet expectations to graduate.

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

1. Improve attendance rates
2. Implement Social Emotional Learning Initiatives
3. Improve our mentoring initiative utilizing connection coaching across all programs
4. Use Naviance across all programs supporting the district initiative

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ncrease attendance rates for Phoenix Progams
Rationale	We cannot educate students who are not present and engaged. We increase test scores and the graduation rate for students who are present.
State the measurable outcome the school plans to achieve	Phoenix programs attendance rate to increase 2% to 78.78%.
Person responsible for monitoring outcome	Dan Cox (coxda@collierschools.com)
Evidence-based Strategy	Phoenix is implementing a plan based on the population and protocols of the program. The common denominator is teacher/staff connections to families. The mentoring component will be documented along with the family phone calls in each program when the students are absent.
Rationale for Evidence-based Strategy	When the students and families understand the importance of attendance and the concern that the teachers have for their students, attendance should increase across the board.
Action Step	
Description	1. Teachers have students that they are responsible for mentoring and documenting weekly. 2. Teachers will be calling home when students are absent from school. 3. Teachers will inform the Guidance Counselor when students have repeated absences, and there will be a parent meeting scheduled., 4. The Guidance Counselor will inform the Assistant Principal and another meeting will be scheduled. 5. The Assistant Principal will meet with the parents to discuss options and consequences.
Person Responsible	[no one identified]

#2	
Title	Increase the End of Course Assessment Pass Rates
Rationale	This will increase the overall GPA's and graduation rate of our students, and make them eligible for financial aid in the event that they want to pursue secondary education. It will benefit students who are returning to home zoned schools as they complete their assigned time with Alternative Placement.
State the measurable outcome the school plans to achieve	Increase our pass rate by 2% this year.
Person responsible for monitoring outcome	Dan Cox (coxda@collierschools.com)
Evidence-based Strategy	The teachers who are teaching the EOC courses will hold pull-out sessions in preparation for the EOC's. We plan to provide them a pull-out space for the small groups and a resource teacher. They are developing the study guides and lesson plans at this time.
Rationale for Evidence-based Strategy	Our students are utilizing an on-line competency-based platform and work independently the majority of the day. They have access to certified teachers who will tutor them, but there is no large group traditional direct instruction. This small group format will enable them to hear the discussions that would occur in an traditional class. This will allow the teachers to access what topics need more in depth coverage of the standards.
Action Step	
Description	1. A schedule will be made for the testing preparation. 2. Space will be identified for the direct small group instruction. 3. Study Guides and discussion topics will be developed. 4. Teachers will monitor students and keep records of their progress. 5. Teachers will revisit topics with struggling students.
Person Responsible	Dan Cox (coxda@collierschools.com)

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).

The district has an SEL Initiative and Phoenix is one of the flag ships for this program. There is a morning homeroom period for each of the Phoenix classes that will present coping skills, positive methods of handling challenging situations, social interaction strategies. This is supported by the district lesson plans, and videos. The staff has been trained, and the school leaders and counselors will act as support. The Social Worker, Lead Teacher, Assistant Principal, School Psychologist, and Guidance Counselor will meet with students. Mentoring logs will track the progress, and the PLC's will address the students's needs.

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.

Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent?

The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101 of ESEA

Jointly develop/revise with families the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community

Involve parents and families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan

Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school’s parental involvement policy

Provide each family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals

Provide each family with timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is out of field

Provide to each family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [ESEA Section1116]

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.

Phoenix has a mentoring program in place in which each teacher and staff member takes an active role. The teachers meet daily with their students, checking not only on their academic progress, but their social and emotional status. Any concerns are directed to the guidance counselor, the social worker, or the school psychologist, along with the appropriate administrator. There is the SEL class each day, and the monitoring process with leadership.

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

Phoenix follows the district guidelines in regard to students who may come to us with a history of needing a support system in place immediately. The appropriate qualified staff members monitor these students and track their progress. The counselors report to the administrators and parents as needed.

Students typically return to their home schools after their year is up, if all eligibility requirements are met. Those who return to their home schools leave us with a support system in place at their home schools.

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.

Phoenix students are behind their cohorts academically, thus their needs are identified and they are in receipt of resource teachers, tutors, and small group instruction daily. Students who need social emotional support have access to a social worker, school psychologist, and a guidance counselor. Instructional staff meets bi-weekly to discuss students, their progress and their needs. These meetings are attended by the Assistant Principal, the Lead Teacher, the Guidance Counselor, the ESE Specialist, and the Instructional Staff, and the Tutor.

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

The Guidance Counselor meets with the students regularly as they work through their academic programs and coursework. She also has small group meetings designed to motivate the students who need this attention. She has also scheduled meetings with students who are ready to move to the next stage of their educational journey. Phoenix students are not allowed unattended on another CCPS campus, but they are escorted to the Lorenzo Walked Technical College when the time is appropriate. These trips are well-received. Select Phoenix students are allowed to attend presentations by military recruiters.