

Collier County Public Schools

# The Phoenix Program Naples



2019-20 Schoolwide Improvement Plan

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## The Phoenix Program Naples

3706 ESTEY AVE, Naples, FL 34104

[ no web address on file ]

### Demographics

**Principal: Brent Klein**

Start Date for this Principal: 7/12/2012

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School 4-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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# The Phoenix Program Naples

3706 ESTEY AVE, Naples, FL 34104

[ 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

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<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.
Costin, Kelley	Assistant Principal	Mrs. Costin serves as a resource to Phoenix Naples during the transition of new leadership. She is responsible for the textbook orders, instructional supplies and laptops, and resources She compiles the school improvement plan, and gathers information from the other sites. She is the supervisory testing coordinator for Naples area.
Bryant, Stanley	Assistant Principal	Mr. Bryant 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 SEL 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	6	30	31	40	35	20	163
Attendance below 90 percent	0	0	0	0	0	0	0	2	12	8	13	10	5	50
One or more suspensions	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	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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

**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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	5	0	0	0	1	6

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

**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
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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	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	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0

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%	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)	6 (0)	30 (0)	31 (0)	40 (0)	35 (0)	20 (0)	163 (0)
Attendance below 90 percent	0 ( )	0 ( )	0 ( )	2 ( )	12 ( )	8 ( )	13 ( )	10 ( )	5 ( )	50 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	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)	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)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (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	0%	56%	-56%	54%	-54%
	2018	0%	56%	-56%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	8%	55%	-47%	52%	-44%
	2018	0%	54%	-54%	51%	-51%
Same Grade Comparison		8%				
Cohort Comparison		8%				
08	2019	8%	58%	-50%	56%	-48%
	2018	18%	63%	-45%	58%	-40%
Same Grade Comparison		-10%				
Cohort Comparison		8%				
09	2019	15%	56%	-41%	55%	-40%
	2018	15%	56%	-41%	53%	-38%
Same Grade Comparison		0%				
Cohort Comparison		-3%				
10	2019	8%	53%	-45%	53%	-45%
	2018	16%	59%	-43%	53%	-37%
Same Grade Comparison		-8%				
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	0%	61%	-61%	55%	-55%
	2018	0%	62%	-62%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	25%	66%	-41%	54%	-29%
	2018	0%	67%	-67%	54%	-54%
Same Grade Comparison		25%				
Cohort Comparison		25%				
08	2019	5%	36%	-31%	46%	-41%

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	2018	13%	43%	-30%	45%	-32%
Same Grade Comparison		-8%				
Cohort Comparison		5%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019					
	2018					
Cohort Comparison						
08	2019	8%	52%	-44%	48%	-40%
	2018	18%	56%	-38%	50%	-32%
Same Grade Comparison		-10%				
Cohort Comparison		8%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	33%	68%	-35%	67%	-34%
2018	21%	72%	-51%	65%	-44%
Compare		12%			

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	0%	72%	-72%	71%	-71%
2018	0%	70%	-70%	71%	-71%
Compare		0%			

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	69%	72%	-3%	70%	-1%
2018	0%	72%	-72%	68%	-68%
Compare		69%			

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	0%	67%	-67%	61%	-61%
2018	26%	67%	-41%	62%	-36%
Compare		-26%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	59%	-59%	57%	-57%
2018	26%	67%	-41%	56%	-30%
Compare		-26%			

**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	0
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	

**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

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
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	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
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.**

None of our students passed the Algebra I or Geometry tests. We were 67% below the district and 61% below the state. We were on our second of having a math teacher vacancy, and our long term math guest teacher got cancer and left at mid-year. That left one math teacher for middle school and high school math. When our lead teacher died, the math teacher took over a lot of her responsibilities, including test coordination. Those factors may have led to a decrease in scores.

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

The Algebra I dropped 26%, but our Reading FSA also dropped. Eighth grade reading dropped by 10% and 10th grade reading dropped by 8%. This put us 50% off the district in the 8th grade and 45% below the district in the 10th. Again, the death of the lead teacher affected this teacher greatly, and Read 180 was not used with fidelity, The reading teacher is no longer at Phoenix this year, and we have hired new staff to improve these scores.

**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 Naples and the state occurred in Civics. We were 71% below the state average, with 0 passing the test. I question this data, as our district data has 4 students out of 11 passing this test as 7th graders.

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

US History had a 69% pass rate, only 3% below the district, and 1% below the state. This is an increase of 69% over last year's 0% pass rate. We had a new US History teacher last year, and she did a fine job of preparing them and getting buy-in for this EOC.

**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. 68% of our students are under the 90% attendance rate. The overall program is at a 76% 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
5. Though the students do not receive a diploma from Phoenix, we are working to get them on track to graduate with their cohorts when they return to their home schools.

## Part III: Planning for Improvement

**Areas of Focus:**

**#1**

<b>Title</b>	Increase attendance rates for Phoenix Programs
<b>Rationale</b>	We cannot educate students who are not present and engaged. We increase test scores and the graduation rate for students who are present.
<b>State the measurable outcome the school plans to achieve</b>	Phoenix programs attendance rate to increase 2% to 78.78%.
<b>Person responsible for monitoring outcome</b>	Stanley Bryant (bryantst@collierschools.com)
<b>Evidence-based Strategy</b>	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.
<b>Rationale for Evidence-based Strategy</b>	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**

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers have students that they are responsible for mentoring and documenting weekly.</li> <li>2. Teachers will be calling home when students are absent from school.</li> <li>3. Teachers will inform the Guidance Counselor when students have repeated absences, and there will be a parent meeting scheduled.,</li> <li>4. The Guidance Counselor will inform the Assistant Principal and another meeting will be scheduled.</li> <li>5. The Assistant Principal will meet with the parents to discuss options and consequences.</li> </ol>
<b>Person Responsible</b>	Stanley Bryant (bryantst@collierschools.com)

<b>#2</b>	
<b>Title</b>	Increase the End of Course Assessment Pass Rates
<b>Rationale</b>	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.
<b>State the measurable outcome the school plans to achieve</b>	Increase our pass rate by 2% this year.
<b>Person responsible for monitoring outcome</b>	Stanley Bryant (bryantst@collierschools.com)
<b>Evidence-based Strategy</b>	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.
<b>Rationale for Evidence-based Strategy</b>	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.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. A schedule will be made for the testing preparation.</li> <li>2. Space will be identified for the direct small group instruction.</li> <li>3. Study Guides and discussion topics will be developed.</li> <li>4. Teachers will monitor students and keep records of their progress.</li> <li>5. Teachers will revisit topics with struggling students.</li> </ol>
<b>Person Responsible</b>	Stanley Bryant (bryantst@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.**

Collier County Schools provide a systematic and strategic approach to providing services through the District Strategic Plan and the K-12 Comprehensive Reading Plan. Goals and objectives of each program and department are aligned with these overarching district plans.

Title I Parts A, C, D, SIG 1003g, UniSIG, Title II, Part A and Title IV are managed out of the same department. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently coordinated. Informal communications and monthly administrative meetings are held to discuss program needs, issues and coordinate efforts.

Leadership staff of the Title I Parts A, C, D, Title II, Title III, Title IV, Head Start/VPK and Title IX programs meet monthly to coordinate efforts and receive joint staff development for improving their services.

Curriculum and Instruction (C&I) department meetings include program coordinators, including IDEA, Perkins, Head Start, and Career and Technical education.

Title IX, LEA, Title I Parts A and C coordinate services to identify and assist homeless children, assist with registration and provide support services. Title I and District jointly fund the Homeless Liaison to support homeless students in all schools.

Title I Parts A and C and Title III funds are coordinated to provide at risk students with supplemental instructional support and resources.

Title I and C&I coordinators collaborate in providing workshops to build the capacity of parents and foster strong home/school connections.

Title I, Parts A and C and Title II, Part A funds are coordinated to provide customized staff development that ensures students receive high quality, differentiated instruction.

Title I, Part A funds are used in collaboration with Title II Part A and Reading Categorical to fund Reading Coaches to support lowest performing schools.

Title II, Part A and IDEA fund exam reimbursements to ensure staff meet certification requirements.

**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.

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increase attendance rates for Phoenix Progamms	\$1,241.56
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	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	9015 - The Phoenix Program Naples	Title, I Part A	1.0	\$133.01
<i>Notes: Alternative Ed Assistance Pre-extension day</i>						
	5100	150-Aides	9015 - The Phoenix Program Naples	Title, I Part A	1.0	\$170.36
<i>Notes: Alternative Ed Assistance Pre-extension day</i>						
	5100	150-Aides	9015 - The Phoenix Program Naples	Title, I Part A	1.0	\$189.02
<i>Notes: Alternative Ed Assistance Pre-extension day</i>						
	5100	150-Aides	9015 - The Phoenix Program Naples	Title, I Part A	11.0	\$142.37
<i>Notes: Alternative Ed Assistance Pre-extension day</i>						
	5100	150-Aides	9015 - The Phoenix Program Naples	Title, I Part A	1.0	\$189.02
<i>Notes: Alternative Ed Assistance Pre-extension day</i>						
	5100		9015 - The Phoenix Program Naples	Title, I Part A	1.0	\$142.37
<i>Notes: Alternative Ed Assistance Pre-extension day</i>						
	5000	150-Aides	9015 - The Phoenix Program Naples	Title, I Part A	1.0	\$142.37
<i>Notes: Alternative Ed Assistance Pre-extension day</i>						
	5000	150-Aides	9015 - The Phoenix Program Naples	Title, I Part A	1.0	\$133.04
<i>Notes: Alternative Ed Assistance Pre-extension day</i>						
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Increase the End of Course Assessment Pass Rates</b>				<b>\$44,794.15</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	9015 - The Phoenix Program Naples	Title, I Part A	0.6	\$44,794.15
<i>Notes: Resource Teacher</i>						
<b>Total:</b>						<b>\$46,035.71</b>